A Short Self-Directed Language Program for Beginners or as a Refresher

SPANISH SIMPLIFIED!

Language Learning Program



includes

Conte Book, Audio Tapes & Flash Cards

Gail LeBow



SPANISH SIMPLIFIED!TM

Language Learning Program

A Short Self-Directed Language Program for Beginners or as a Refresher

by

Gail LeBow

Dail LeBow

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This guide book is part of a language learning program that includes audio-cassette tapes and flash cards. The audio cassette tapes and flash cards are an absolutely essential part of the program. To order a replacement if they are missing, please contact:

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In memory of our son Tommy

and my parents

Claire and Harry Angrist

and

For our grandchildren

Jessica, Rebecca and Isabella

with love

Spanish Simplified!™

A Self-Directed Language Learning Program

The Spanish Simplified!™ Language Learning Program provides a short, practical approach for beginners and for people who have studied Spanish but still can't speak it.

This program includes:

- A Step-by-Step Guide Book
- Audio Cassette Tapes
- Flash Cards

Spanish Simplified!TM is based on the Flexible FrameworkTM Method which shows you how to move from words to sentences using a core vocabulary of fewer than 200 words and only 7 conjugated verbs. The vocabulary and conjugated verbs are included on the accompanying 28 flash cards. The Flexible FrameworkTM charts in the guide book, show you how to combine the flash cards using the correct word order. The Flexible FrameworkTM summary charts at the end of each lesson illustrate how the lesson connects with previous lessons. These connections provide an important multiplier effect that makes it possible to communicate effectively and efficiently in complete sentences with minimal vocabulary and grammar. The audio cassette tapes give you an opportunity to listen to Spanish and talk out loud without worrying about making mistakes. This practice is essential to teach your tongue to talk and crucial for making the words and sentences stick in your mind.

Audio Cassette Tapes 🙃

There is one 30-minute tape for each lesson. The tape player icon () in the guide book tells you when to listen to the audio tape. The tape scripts, in Spanish and English, are included in the guide book.

Flash Cards A 1

The flash cards include all the vocabulary introduced in this program. There are several flash cards for each lesson. The flash card icons (A, 1) show you which flash cards you need for the lesson.

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"The virtues involved in not knowing are the ones that really count in the long run. What you do about what you don't know is, in the final analysis, what determines what you will ultimately know."

Eleanor Duckworth

From "The Having of Wonderful Ideas" and Other Essays on Teaching and Learning

Preface

In 1963, during a 6-week visit to Spain, I discovered a way to learn Spanish that was both quick and practical. The content and design of this course are the results of my efforts to re-create the process I used to teach myself Spanish.

My husband had a fellowship which required long hours of study in libraries in Barcelona, Madrid and Valencia. I decided that my project would be to learn Spanish. With a Spanish grammar book for beginners in hand, I rode busses and tried to speak to people sitting next to me. Luckily for me, people were extremely friendly to my initial attempts at communication.

After a while, I discovered a few simple "short-cuts" that made it possible for me to talk in complete sentences and make myself understood without being misunderstood, in spite of the fact that I had a very small vocabulary and minimal knowledge of grammar. I wasn't saying anything profound, but I could communicate at a basic level.

Over the years, while living in Bolivia, working in Mexico and traveling throughout Central and South America, I had many more opportunities to speak Spanish. I continued to use the original "short-cuts" as a framework to which I added more vocabulary and grammar.

Because foreign and second language teaching is my profession, I was also my own student and an interested observer of my progress. Over many years, I have continued to analyze the "short-cuts" and the vocabulary and grammar I used, in order to develop an approach that I could share with my students.

In the process, I learned that my experience with these "short-cuts" was not unique. It is not uncommon for travelers to pick up enough language to "get by". The "short-cuts" that I discovered are well-known and widely used by many beginners.

The Flexible FrameworkTM Method, on which Spanish Simplified! is based, is an attempt to systematically organize and present this information in a readily accessible format. It is dedicated to the many people who have told me, "I've studied Spanish but I still can't speak it." May you enjoy the Spanish language - and Spanish speakers, and learn as much from them as I have.

► THE BASICS OF SPANISH PRONUNCIATION <

Just the basics. Note: Many consonants are pronounced the same in Spanish and English. Consonant sounds which are pronounced differently will be explained as they are introduced in the lessons.

1. Vowels: As easy as counting 1-2-3-4-5

■ Listen to the pronunciation of the numbers 1-5 on Tape 1, Side A.

Learning how to pronounce the 5 vowels in Spanish (a,e,i,o,u) will help you sound out Spanish words. Unlike English, where a vowel can have several different pronunciations (a = hat, hate, father), Spanish vowels generally have only one pronunciation. When you learn to pronounce the numbers 1-5, you will have a simple "gimmick" to help you remember the pronunciation of the vowels, because all 5 of the vowels are included in these 5 numbers. The way the vowels are pronounced in the numbers 1-5 can be used as a reference point to help you remember how to pronounce vowels when they occur in other words.

Numbers

1 = uno

2 = dos

3 = tres

4 = cuatro

5 = cinco

"Gimmick" to help you remember the sounds of Spanish vowels: Each of the 5 vowels is included in one or more of the numbers 1-5. In alphabetical order (of vowels), the numbers are as follows:

a = cuatro(4)

e = tres(3)

i = cinco(5)

o = dos(2)

 $\mathbf{u} = \mathbf{u} \mathbf{n} \mathbf{o}(1)$

Pronunciation Practice: Listed below are some common Spanish words.

Listen to the pronunciation of these words on Tape 1, Side A.

Common words: casa, grande, tigre, gato, mucho

Translation	"Gimmick" to jog your memory	
house = casa	(a:4) cuatro	
big = grande	(a:4) cuatro (e:3) tres	
tiger = tigre	(i:5) cinco (e:3) tres	
cat = gato	(a:4) cuatro (o:2) dos	
a lot = mucho	(u: 1) u no (o: 2) d o s	

INTRODUCTION

2. Vowel Combinations: As easy as counting 6-7-8-9-10

Listen to the pronunciation of the numbers 6-10 on Tape 1, Side A.

Most Spanish syllables have a single consonant followed by a single vowel. Occasionally, 2 vowels come together in combination. Three common vowel combinations are "ei," "ie" and "ue". You can use the numbers 6, 7, 9 and 10 as reference points to help you remember how to pronounce these vowel combinations.

Numbers

6 = seis

7 = siete

8 = ocho

9 = nueve

10 = diez

"Gimmick" to help you remember the sounds of vowel combinations: When you learn how to pronounce the numbers 6-10, you will have a simple "gimmick" to help you remember the pronunciation of three vowel combinations.

ei = seis (6) sounds like "a" as in ate

ie = siete (7) sounds like "ye" as in yes

ue = nueve (9) sounds like *wayside*

ie = diez* (10) sounds like "ye" as in yes

Pronunciation practice: Listed below are some common Spanish words which have vowels and vowel combinations.

Listen to the pronunciation of these words on Tape 1, Side A.

Common words: veinte, siesta, bueno

Translation	Gimmick" to jog your memory	
twenty = veinte	(ei:6) seis (e:3) tres	
nap = siesta	(ie:7) siete (a:4) cuatro	
O.K., good = bueno	(ue:9) nueve (o:2) dos	

^{*}The letter "z" in Spanish is usually pronounced like the English letter "s".

- 3. Accent (stress) in words with more than one syllable
- If a word has more than one syllable, it is important to know which syllable gets accentuated (stressed). Stress, in Spanish, is determined by the last letter of the word.
- The bolded words are pronounced on Tape 1, Side A.

If a word ends in a vowel, the emphasis goes on the next to the last syllable.

Example: problema (problem) medicina (medicine) amigo (friend)

If a word ends in a consonant, the emphasis is on the last syllable.

Examples: doctor (doctor) hospital (hospital)

Words which end in the consonants s and n act like vowels. The emphasis goes on the next to the last syllable.

Examples: **problemas** (problems) **muchas gracias** (thanks very much) **joven** (young) **crimen** (crime)

- "Gimmick" to help you remember that s and n don't act like their peers: Think of the *Peanuts* comic strip and label s and n "Snoopy" letters. When talking about stress, s and n ("Snoopy" letters) don't act like other consonants. They are different. They act like vowels.
- What is the purpose of accent marks? Accent marks serve two purposes:
 - a. To indicate an exception to the rule of accent explained above. When, in actual speech, a word is not stressed according to the rule of the last letter, as explained above, Spanish puts an accent mark on the stressed vowel (á, é, í, ó, ú) to indicate where the *emphasis/stress* should be placed. The accents help make the language very user friendly. You always know which syllable gets the *stress*.

Examples: adiós (goodbye) inglés (English) perdón (excuse me)

b. To distinguish the meaning of words which are spelled alike but have different meanings.

Examples: el = the $\acute{e}l = he$ $\acute{s}i = if$ $\acute{s}i = yes$ mas = but $m\acute{a}s = more$

THE FLEXIBLE FRAMEWORKTM METHOD.

The Flexible Framework Method shows you, through easy-to-follow charts, how to move from words to sentences using a core vocabulary of fewer than 200 words and only 7 conjugated verbs. The Flexible Framework charts appear at regular intervals in each lesson.

- Before each tape script there is a Flexible Framework chart with the flash card letters and numbers to show you the relationship between the flash cards and the word order in the sentences on the audio-cassette tapes.
- After each tape script, there is a Flexible Framework chart to show you how to make yourself understood without being misunderstood, while staying within your (Spanish language) "budget".
- At the end of each lesson, there are Flexible Framework summary charts in Spanish and English which summarize the lesson you have just finished and show its relationship to the preceding lessons.

lacktriangle General Instructions for using the Flexible Framework Charts lacktriangle



The columns in each Flexible Framework chart are organized to show, from left to right, the correct word order of the vocabulary in a sentence. The words which are listed vertically are grammatically interchangeable in a sentence. The dotted lines between the columns are meant to indicate that words from each column can be combined horizontally to make sentences in Spanish as they do in English. You can form a grammatically correct sentence by choosing one word from each column.

How to use Flexible Framework charts and the vocabulary on your flash cards to create multiple sentences with just a small vocabulary:

Using Lesson 1 as an example: (see page 16: Flexible Framework Summary Chart--Lesson 1) Your total "allowance" (the total vocabulary for Flash Cards A, 1 & 2) for Lesson 1 is just 17 words. By "depositing" the words on each flash card in the correct column in the Flexible Framework charts and combining the flash cards with each other in 3 ways--making "yes" statements, "no" statements, and questions--you will be able to construct more than 500 different sentences*.

The Flexible Framework Method provides lots of opportunity for repetition by recycling previously learned vocabulary. This periodic recycling, of a small core of essential vocabulary and grammar throughout the 8 lessons of Spanish Simplified!, helps you retain what you have learned.

The framework of the columns, combined with the flexibility provided by the dotted lines between the columns, produces a multiplier effect that helps you get a lot of mileage from just a small vocabulary. The Flexible Framework charts can be used as a guide to help you communicate effectively and efficiently in complete sentences with minimal vocabulary and grammar.

^{*}Five words in column 1 times 6 words in column 2 times 6 words in column 3= (5 x 6 x 6 = 180). Each of these 180 sentences can be said as a question, a "yes" statement or a "no" statement (180 x 3). Therefore, using just these 17 words, you can construct more than 500 sentences.

Easy Phrases

In Lesson 1

- Yes and No Statements
- Asking Questions
- "When" Words

Plus... GENERAL INSTRUCTIONS FOR

- Using Flash Cards
- Listening to Cassette Tapes
- "Getting By" on Your Own

Lesson 1 is on audio cassette Tape 1, Side A. There are 3 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 3 parts. Each part helps you to prepare for the next exercise on the tape.

The tape scripts, in Spanish and English, are included in this guide book.

- Exercise 1.1 with Flash Cards A & 1. The tape script is on page 9.
- Exercise 1.2 with **Flash Cards A & 1**. The tape script is on page 12.
- Exercise 1.3 with Flash Cards A, 1 & 2. The tape script is on page 14.

By using the tape along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

• The Flexible Framework™ summary charts in Spanish and English are on page 16.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 3 parts of Lesson 1 fit together.

► GENERAL INSTRUCTIONS FOR FLASH CARDS ■

Flash cards are a good tool to help you become familiar with vocabulary. A set of flash cards on white paper and colored paper is included with this guide book. Cut the cards apart as you work through each lesson. Keep the flash cards in your pocket. Practice translating from Spanish to English and then from English to Spanish. Do this several times a day *for one minute or less at a time*. *Repetition* is important. Frequent short reviews help the words stick in your memory.

There are 3 flash cards for Lesson 1.

- Flash Card A (on colored paper)
- Flash Cards 1 & 2 (on white paper)

The flash cards are included with this guide book. You will need to cut them apart.

Flash Card A (Easy Phrases)		
It's important. It's possible. It's impossible. It's necessary. It's urgent.	Es importante. Es posible. Es imposible. Es necesario. Es urgente.	

Flash Card 1	
to work to finish	trabajar terminar
to begin to return to come back	regresar
to go to come	ir venir

Flash Card 2	
now right now later soon today tomorrow	ahora ahorita más tarde pronto hoy mañana

PART ONE: Preparing Exercise 1.1

A FLASH CARD A

You'll get a quick start with the phrases on this flash card. They are easy to learn and easy to remember because they look almost the same in Spanish and English and they have similar meanings.

"YES" STATEMENTS

- 1. It's important.
- 2. It's possible.
- 3. It's impossible.
- 4. It's necessary.
- 5. It's urgent.
- 1. Es importante.
- 2. Es posible.
- 3. Es imposible.
- 4. Es necesario.
- 5. Es urgente.*
- * \mathfrak{P} **Pronunciation Note:** The g in *urgente* is pronounced like an English h. In Spanish, when a g is followed by an e, it is always pronounced like an English h.
- "Gimmick" to jog your memory: Think of the pronunciation of the T.V. personality *Geraldo*.

QUESTIONS

To ask a question using the phrases on **Flash Card A**, use the same word order as for a "yes" statement, but change the intonation of your voice. Make your voice rise at the end of the sentence, just as you would for a question in English. Note that, in Spanish, a question sentence always starts with an upside-down question mark (¿).

Is it important?
Is it possible?
Is it impossible?
Is it necessary?

¿Es imposible?
¿Es necesario?

Is it urgent? **¿Es urgente?**

Note: *Es* can mean *it is* or *is it*. No extra word is necessary for *it*.

These phrases can be used in combination with the vocabulary that follows.

1 FLASH CARD 1

Each of the words on **Flash Card 1** is a verb. These verbs are written in the infinitive, which is the form that is presented in the dictionary. The infinitive form is easy to identify because it never changes. In Spanish, the infinitive form of the verb always ends in the letter "r." In English, the infinitive form always starts with the word to.

to work
to finish
to begin
to come
to go
to return, to come back

trabajar*
terminar
comenzar**
terminar
comenzar**
to regresar

Pronunciation Note:

*The Spanish letter *j* is pronounced like an English *h*, i.e. *San José*, CA.

**The Spanish letter z is usually pronounced like an English s.

LESSON 1: EASY PHRASES

► PUTTING FLASH CARDS TOGETHER ■■

After you have learned to translate the words on the flash cards, you can put the flash cards together to make sentences. The word order is similar in Spanish and English. The words on the colored flash card generally come first, followed by the words on the white flash card(s).

Place your flash cards side by side in the same order as the columns in the Flexible Framework™ chart. Choose a phrase or word from each flash card to make the sentence. Translate the sentence in your mind and turn your flash cards over to check if you have translated correctly.

Moving From Words To Sentences by combining Flash Cards A & 1

Think of the vocabulary on Flash Cards A & 1 as your allowance.

Then, use the Flexible Framework[™] chart below as a *bank* where you *deposit* your vocabulary *allowance*. To maintain the correct word order, it is important to *deposit* each flash card in the correct column just as you would *deposit* nickels, dimes and quarters in the correct slots.

- Deposit the phrases on Flash Card A in the 1st Verb column.
- Deposit the words on Flash Card 1 in the 2nd Verb column.

Use the Flexible Framework[™] chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences. In general, the words and phrases on each flash card are interchangeable and connect with each other in Spanish as they do in English.

Flexible	$Framework^{\text{\tiny TM}}$	Chart

1st Verb	2 nd Verb
A	1

GENERAL INSTRUCTIONS FOR LISTENING TO THE CASSETTE TAPES 🗖 🔻

Please listen to your tape in a place where you will feel comfortable speaking out loud in Spanish. You will first hear a word, or words, in English. During the pause that follows, you should say the Spanish translation out loud if you remember it. Right after the pause, you will hear the speaker say words in Spanish, again followed by a pause. You should repeat the Spanish out loud each time there is a pause. If you feel the pause is not long enough, you may use the pause button on your tape player to give yourself more time. You may find it necessary to listen to parts of the tape more than once in order to respond in Spanish quickly and accurately during each of the pauses.

TEACH YOUR TONGUE TO TALK (Your tongue is a muscle and it needs exercise!!!!)

The only way you will ever learn to speak Spanish is by speaking. The sentences in Exercise 1.1 are written as you will actually hear them on the cassette tape. Listen to the tape and repeat the words *out loud. Repetition* is very important. Keep at it until you can repeat with at least 85% accuracy during the pauses on the tape.

Teach Your Tongue To Talk: Exercise 1.1 (Flash Cards A, 1).

This exercise is on Tape 1, Side A. When you feel comfortable repeating the sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. It's necessary to work.
- 2. It's necessary to come.
- 3. It's necessary to go.
- 4. Is it important to begin?
- 5. Is it important to return?
- 6. It's impossible to finish.
- 7. It's necessary to finish.
- 8. It's necessary to come back.
- 9. Is it urgent to come back?

- 1. Es necesario trabajar.
- 2. Es necesario venir.
- 3. Es necesario ir.
- 4. ¿Es importante comenzar?
- 5. ¿Es importante regresar?
- 6. Es imposible terminar.
- 7. Es necesario terminar.
- 8. Es necesario regresar.
- 9. ¿Es urgente regresar?

LESSON 1: EASY PHRASES

► GENERAL INSTRUCTIONS FOR "GETTING BY" ON YOUR OWN <

Inevitably, you will need to say something that you don't yet know how to say. One reason that people learn to speak Spanish when they are living abroad is that they are constantly anticipating their needs and feeling a certain amount of anxiety about how they will express themselves with their limited vocabulary. They are often "rehearsing" mentally for their next language encounter. When living in a Spanish speaking country, people often learn how to "get by" simply by using what they already know to figure out how to communicate more complex thoughts.

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

If you are learning Spanish in an English-speaking environment, you will have to use your imagination to "rehearse" for the next encounter. After each *exercise*, there is a page titled "Extra Credit" which asks you to imagine yourself in a situation where you need to say something but are missing key words. This happens frequently when you are living in a Spanish-speaking country. Don't give up. You can "get by" simply by *reorganizing* your English to live within your (Spanish) *budget*.

Reorganization is a strategy that is frequently used but rarely taught. Many novice speakers, especially those living abroad, discover it by themselves. It is a practical tool for beginners because it enables them to make a small vocabulary do a lot of work.

Think of your Spanish vocabulary as your *budget*. Your Spanish *budget* may not yet be large enough to translate what you want to say *word-for-word* from English to Spanish. *Reorganization* is a technique that helps you live within your (Spanish language) *budget* and "get by" with just a small Spanish vocabulary.

There are several Flexible Framework™ charts in each lesson which act as a guide to help you to "think outside the box" and *reorganize* your English sentences. These charts also serve as a safety net to prevent you from using ungrammatical Spanish and going "out in left field."

The technique of *reorganization*, in combination with the Flexible FrameworkTM charts, is a powerful strategy for communicating complex thoughts with a vocabulary of fewer than 200 words.

On the next page, you will get a chance to translate 3 sentences which include vocabulary you don't yet know. Give it a try!!! Underneath the sentences, there is a chart to help you *reorganize* your English to live within your (Spanish) *budget*. The *reorganized* English and Spanish translation are listed under the chart.

There is great satisfaction in "getting by" in Spanish and making yourself understood even if you can't yet say everything you want to say. Your confidence and your ability will increase with practice.

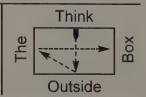
MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

By Reorganizing Your English Before You Translate

Directions for *reorganizing*: To *reorganize* these sentences, first find a creative way to express your ideas in English, using only those English words which you already know in Spanish. Think of this process as "downsizing" your English before you translate.

¿CÓMO SE DICE EN ESPAÑOL? (How do you say it in Spanish?)

- 1. I have to go.
- 2. Can you come back?
- 3. I must finish.



Suggestions: Imagine yourself in a situation where you might need to say these sentences in Spanish. Your present vocabulary is so small that you won't be able to express yourself exactly. You should, however, be able to come close enough to make yourself understood without being misunderstood. Using the vocabulary in the Flexible Framework™ chart below, try to think outside the box and improvise another way to say the target sentences. Be careful to stay within your (Spanish) budget of Chart 1.1 There are often several possibilities for reorganization and translation. One way is listed below the chart.

	1 st Verb (phrases)	2 nd Verb
WORKEN ART I.I	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come
FLEXIBLE FRAMEWORK CHART 1.1	Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir

Reorganized English

- 1. It's necessary to go.
- 2. Is it possible to return?
- 3. It's important to finish.

Translation

- 1. Es necesario ir.
- 2. ¿Es posible regresar?
- 3. Es importante terminar.

LESSON 1: EASY PHRASES

PART TWO: Preparing Exercise 1.2

FLASH CARD A

"No" STATEMENTS

Notice that "not" (English) and "no" (Spanish) are not in the same place in the sentence.

It's not important. It's not possible

No es importante.

No es posible.

It's not impossible It's not necessary.

No es imposible. No es necesario.

It's not urgent.

No es urgente.

"Gimmick" to jog your memory: The word no always comes first in these sentences. Think of the well-known slogan of several years ago "Just say no!" and always put the no right at the beginning of these sentences.

Moving From Words To Sentences by combining Flash Cards A & 1.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

1st Verb	2 nd Verb
A	1

Teach Your Tongue To Talk: Exercise 1.2 (Flash Cards A, 1).

This exercise is on Tape 1, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape without looking at this tape script, you are ready to proceed to the next page.

- 1. It's not possible to work.
- 2. It's not possible to come back.
- 3. It's not urgent to come back.
- 4. It's not urgent to finish.
- 5. It's not necessary to finish.
- 6. It's not necessary to go.
- 7. It's not important to go.

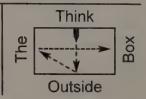
- 1. No es posible trabajar.
- 2. No es posible regresar.
- 3. No es urgente regresar.
- 4. No es urgente terminar.
- 5. No es necesario terminar.
- 6. No es necesario ir.
- 7. No es importante ir.

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. We can't work.
- 2. You don't need to finish.
- 3. I don't have to come back.



Suggestions: In order to live within your (Spanish) budget, you will need to think outside the box and reorganize the sentences in English before you translate into Spanish. Some possibilities are written below the chart.

	1" Verb (phrases)	2 nd Verb
WORKTHART 1.2	It's not necessary It's not important It's not possible It's not impossible It's not urgent	to work to finish to begin to return, to come back to go to come
FLEXIBLE FRAMEW ————————————————————————————————————	No es necesario No es importante No es posible No es imposible No es urgente	trabajar terminar comenzar regresar ir venir

Reorganized English

- 1. It's not possible to work.
- 2. It's not important to finish.
- 3. It's not necessary to come back.

Translation

- 1. No es posible trabajar.
- 2. No es importante terminar.
- 3. No es necesario regresar.

LESSON 1: EASY PHRASES

PART THREE: Preparing Exercise 3.3

2 FLASH CARD 2

now ahora*
right now ahorita*
today hoy*
tomorrow mañana**
later más tarde
soon pronto

Pronunciation Note:

*The Spanish letter h is always silent.

**The letter \tilde{n} is pronounced like the English letter combination nv or ni as in the word onion.

Moving From Words To Sentences by combining Flash Cards A, 1 & 2.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

1st Verb	2nd Verb	When
A	1	2

- To make a "yes" statement, just follow the word order of the Flexible Framework™ chart.
- To make a question, use the same word order as for a "yes" statement, but change the intonation of your voice. Make your voice rise at the end of the sentence just as you would to ask a question in English. Note that in Spanish, a question always starts with an upside down question mark (¿).
- To make a "no" statement, follow the word order of the chart and just add "no" at the beginning of the sentence.

Teach Your Tongue To Talk: Exercise 1.3 (Flash Cards A, 1, 2).

This exercise is on Tape 1, Side A. When you feel comfortable repeating the sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. It's impossible to finish today.
- 2. It's impossible to finish tomorrow.
- 3. It's impossible to finish soon.
- 4. Is it necessary to go later?
- 5. Is it necessary to go now?
- 6. Is it necessary to go right now?
- 7. It's not important to come back later.
- 8. It's not urgent to come back later.
- 9. It's not possible to come back later.

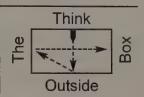
- 1. Es imposible terminar hoy.
- 2. Es imposible terminar mañana.
- 3. Es imposible terminar pronto.
- 4. ¿Es necesario ir más tarde?
- 5. ¿Es necesario ir ahora?
- 6. ¿Es necesario ir ahorita?
- 7. No es importante regresar más tarde.
- 8. No es urgente regresar más tarde.
- 9. No es posible regresar más tarde.

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. We can't finish today.
- 2. Do I have to go now?
- 3. You don't need to come tomorrow.



Suggestions: The chart below summarizes what you have learned thus far. Think of the chart as your (Spanish) budget for this lesson. Stay within your budget and reorganize each of the sentences in English before you translate into Spanish.

	1st Verb (phrases)	2 nd Verb	When
EWORK™ IART 1.3	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come	now right now later soon today tomorrow
FLEXIBLE FRAFIEWORK® CHART 1.3	Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir	ahora ahorita más tarde pronto hoy mañana

Reorganized English

- 1. It's not possible to finish today.
- 2. Is it urgent to go now?
- 3. It's not necessary to come tomorrow.

Translation

- 1. No es posible terminar hoy.
- 2. ¿Es urgente ir ahora?
- 3. No es necesario venir mañana.

MOVING FROM WORDS TO SENTENCES.....

- Flash Card A
- Flash Cards 1 & 2

Before you proceed to the next lesson, take time to review what you have learned so far. This Flexible Framework™ chart summarizes what you will know and be able to say by practicing out loud with the audio cassette tape exercises for Lesson 1.

Flexible FrameworkTM Summary Chart (Lesson 1)

Easy Phrases followed by an infinitive

1s1	Verb	2nd Verb	When
(phrases)	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come	now right now later soon today tomorrow
(phrases)	Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir	ahora ahorita más tarde pronto hoy mañana

The Verb To Like

In Lesson 2

- * Talking About What You Like and Don't Like
- Doing Things With Your Family and Friends
- * Talking About What You Would Like

Lesson 2 is on audio cassette Tape 1, Side B. There are 4 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise on the tape.

The tape scripts, in Spanish and English, are included in the guide book.

- Exercise 2.1 with **Flash Cards B & 3**. The tape script is on page 20.
- Exercise 2.2 with **Flash Cards B**, **3** & **4**. The tape script is on page 22.
- Exercise 2.3 with Flash Cards B, 1, 2 & 3. The tape script is on page 24.
- Exercise 2.4 with Flash Cards B, 1, 3 & 4. The tape script is on page 26.

By using the tape along with the **Flexible Framework™** charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

• The Flexible Framework™ summary charts in Spanish and English are on pages 28 and 29.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 2 fit together and also how they connect to Lesson 1.

LESSON 2: FLASH CARDS

There are 3 flash cards for Lesson 2.

- Flash Card B (verb conjugation)
- Flash Cards 3 & 4 (vocabulary)

Verb Conjugation

Flash Card B (Gustar	/To Like)
 I like it. You/he/she like(s) it. 	Me gusta Le gusta
3. I would like it.4. You/he/she would like it.	3. Me gustaría4. Le gustaría

Vocabulary

Flash Card 3			
to speak Spanish	hablar español		
to ski	esquiar		
to travel	viajar		
to walk	caminar		
to play tennis	jugar tenis		

Vocabulary

Flash Card 4			
my daughter my sister my friend (f.) my mother	mi hija mi hermana mi amiga mi mamá		
my son my brother my friend (m.) my father	mi hijo mi hermano mi amigo mi papá		

Additional Vo	ocabulary cards)	
his/her/your/their with	su con	

Step-By-Step

LESSON 2: LIKE

PART ONE: Preparing Exercise 2.1

B FLASH CARD B (Gustar/To Like)

1. I like it.

1. Me gusta.

2. You/he/she like(s) it. 2. Le gusta.

Flash Card B shows the conjugation of the verb gustar which means to like in English.

"YES" STATEMENTS

I like it.

Me gusta.

Note: Le gusta can mean He likes it, She likes it or You like it. When you want to be more specific, you can add a phrase with a (to), i.e. a María (to Maria) or a Tomás (to Tomás).

You like it.

He likes it.

Le gusta.

She likes it.

Tom likes it. Maria likes it. A Tomás le gusta.

A María le gusta.

The literal translation of gustar is to be pleasing to. The verb gustar is preceded by the word that tells to whom something is pleasing.

The literal translation of me gusta is to me it is pleasing. However, because that is not a "pleasing" English translation, we generally say, "I like" instead. Similarly, the preferred translation of le gusta is he (she/you) like(s) it instead of to him (to her/to you) it is pleasing.

"No" STATEMENTS

To make a "no" statement, remember to "Just say no!" at the beginning of the sentence.

I don't like it.

No me gusta.

You don't like it.

He doesn't like it.

No le gusta.

She doesn't like it.

Note: There are two parts to Flash Card B. Phrases 1 & 2 talk about likes and dislikes. Phrases 3 & 4 talk about what you would like. Although I like and I'd like look and sound similar, they can't be used interchangeably. There's a very big difference between saying "I like your dog" and "I'd like your dog."

OUESTIONS

To ask a question using the phrases on Flash Card B, use the same word order as for a "yes" statement, but change the intonation of your voice. Make your voice rise at the end of the sentence, just as you would for a question in English. Note that in Spanish, a question sentence always starts with an upside-down question mark (¿).

Do you like it?

¿Le gusta?

Note: There is no Spanish word for "Do" in this question. Think of the upside-down question mark as a substitute for the word "Do".

LESSON 2: LIKE-

3 FLASH CARD 3

These verbs are in the infinitive form, which is the way verbs are listed in the dictionary. In Spanish, the infinitive form of the verb always ends in the letter r.

to speak Spanish hablar español*
to travel viajar**
to walk caminar
to play tennis jugar tenis**
to ski esquiar***

**The Spanish letter h is silent.
**The Spanish letter j is pronounced like an English h, i.e. San José, CA.
***The qui is pronounced ki like mosquito.

Moving From Words To Sentences by combining Flash Cards B & 3.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences. In general, the words and phrases on each flash card are interchangeable and connect with each other in Spanish as they do in English.

Flexible Framework™ Chart

Whom	1st Verb	2nd Verb	
*	B	3	

*The words *me* and *le* are in the *Whom* column because literally, you are saying "to me/him/her/you it is pleasing."

Teach Your Tongue To Talk: Exercise 2.1 (Flash Cards B, 3).

This exercise is on Tape 1, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. I like to speak Spanish.
- 2. I like to walk.
- 3. I like to play tennis.
- 4. She doesn't like to travel.
- 5. She doesn't like to ski.
- 6. She doesn't like to speak Spanish
- 7. Do you like to ski?
- 8. Do you like to walk?
- 9. Do you like to travel?

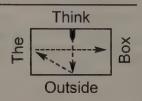
- 1. Me gusta hablar español.
- 2. Me gusta caminar.
- 3. Me gusta jugar tenis.
- 4. No le gusta viajar.
- 5. No le gusta esquiar.
- 6. No le gusta hablar español.
- 7. ¿Le gusta esquiar?
- 8. ¿Le gusta caminar?
- 9. ¿Le gusta viajar?

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. I enjoy speaking Spanish.
- 2. She hates travelling.
- 3. Do you ski?



Suggestions: Sentences 1 & 2: Don't try to translate these sentences word-for-word. Think outside the box and substitute a synonym from the chart below for the words you don't yet know.

Sentence 3: Because you don't yet know how to conjugate the verb to ski, you need to add a 1st Verb to this sentence so that you can make to ski the 2nd Verb and keep it in the infinitive. If you reorganize it and make it a two-verb sentence, you will be able to live within your (Spanish) budget without changing your meaning too much.

	Whom	1 st Verb	2 nd Verb
WORK MART 2.1	I	like	to speak Spanish to ski
FRAME	you/he/she	like(s)	to travel
	Me	gusta	hablar español esquiar
FLEXIBLE	Le	gusta	viajar

Reorganized English

- 1. I like to speak Spanish
- 2. She doesn't like to travel.
- 3. Do you like to ski?

Translation

- 1. Me gusta hablar español.
- 2. No le gusta viajar.
- 3. ¿Le gusta esquiar?

LESSON 2: LIKE

PART TWO: Preparing Exercise 2.2

FLASH CARD 4

my mother

mi mamá

my daughter

mi hija

my sister

mi hermana

my friend (f.)

mi amiga

my father

mi papá

my son

mi hijo

my brother my friend (m.) mi hermano mi amigo

*Note: The Spanish word "su" can be translated by 4 English words: his, her, your and their. When you want to be more specific, you can add a phrase with de (belonging to), i.e. de María. The word de acts in place of an apostrophe. There is no apostrophe in Spanish.

Moving From Words To Sentences by combining Flash Cards B, 3 & 4.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Whom	1st Verb	2nd Verb	With (con)
-	В	3	4

Teach Your Tongue To Talk: Exercise 2.2 (Flash Cards B, 3, 4).

This exercise is on Tape 1, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape without looking at this tape script, you are ready to proceed to the next page.

- 1. I like to walk with my mother.
- 2. I like to walk with my brother.
- 3. I like to walk with my sister.
- 4. She doesn't like to travel with her friend (f.).
- 5. She doesn't like to travel with her son.
- 6. She doesn't like to travel with her daughter.
- 7. Do you like to play tennis with your brother?
- 8. Do you like to play tennis with your friend (m)?
- 9. Do you like to play tennis with your father?

- 1. Me gusta caminar con mi mamá.
- 2. Me gusta caminar con mi hermano.

ADDITIONAL VOCABULARY

SII*

con

(not on flash cards)

his/her/your/their

with

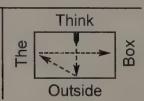
- 3. Me gusta caminar con mi hermana.
- 4. No le gusta viajar con su amiga.
- 5. No le gusta viajar con su hijo.
- 6. No le gusta viajar con su hija.
- 7. ¿Le gusta jugar tenis con su hermano?
- 8. ¿Le gusta jugar tenis con su amigo?
- 9. ¿Le gusta jugar tenis con su papá?

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

By Reorganizing Your English Before You Translate

¿CÓMO SE DICE EN ESPAÑOL? (How do you say it in Spanish?)

- 1. I love walking with my friend.
- 2. He hates traveling with his brother.
- 3. Do you play tennis with your son?



Suggestions: Sentences 1 & 2: Choose a synonym from the chart below to substitute for the words you don't yet know. Sentence 3: Because you don't yet know how to conjugate the verb to play, you need to add a 1st Verb to this sentence so that you can make to play the 2nd Verb and keep it in the infinitive. You will then be able to live within your (Spanish) budget. Remember that an upside down "¿" substitutes for "Do" to make a sentence a question.

1 = 2	Whom	1st Verb	2 nd Verb	With (con)	
AMEWORK™ CHART 2.2	I you/he/she	like like(s)	to travel to walk to play tennis	my his/her/your/their	son brother friend (m.)
EXIBLE FRAG	Me	gusta	viajar	mi y	hijo hermano
			caminar	su	Hermano

Reorganized English

- 1. I like to walk with my friend (m.).
- 2. He doesn't like to travel with his brother.
- 3. Do you like to play tennis with your son?

Translation

- 1. Me gusta caminar con mi amigo.
- 2. No le gusta viajar con su hermano.
- 3. ¿Le gusta jugar tenis con su hijo?

PART THREE: Preparing Exercise 2.3

B FLASH CARD B (Gustar/To Like)

3. I would like it.

3. Me gustaría.

4. You/he/she would like it. 4. Le gustaria.

"YES" STATEMENTS

I would like it.

Me gustaría.

You would (You'd) like it.

He would like it.

Le gustaría.

She would like it.

"No" STATEMENTS

I wouldn't like it.

No me gustaría.

You wouldn't like it.

He wouldn't like it.

No le gustaría.

She wouldn't like it.

OUESTIONS

Would you like it?

¿Le gustaría?

Moving From Words To Sentences by combining Flash Cards B (would like), 1, 2 & 3. Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Whom	1st Verb	2 nd Verb	When
▼ B		1	2
		3	<u> </u>

Teach Your Tongue To Talk: Exercise 2.3 (Flash Cards B, 1, 2, 3).

This exercise is on Tape 1, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape without looking at this tape script, you are ready to proceed to the next page.

- 1. I'd like to work tomorrow.
- 2. I'd like to come back tomorrow.
- 3. I'd like to finish tomorrow.
- 4. Would you like to play tennis later?
- 5. Would you like to walk later?
- 6. Would you like to speak Spanish later?

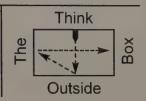
- 1. Me gustaría trabajar mañana.
- 2. Me gustaría regresar mañana.
- 3. Me gustaría terminar mañana.
- 4. ¿Le gustaría jugar tenis más tarde?
- 5. ¿Le gustaría caminar más tarde?
- 6. ¿Le gustaría hablar español más tarde?

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. He'd prefer to come back tomorrow.
- 2. I'd love to play tennis later.
- 3. Would you want to go for a walk now?



Suggestions: You can't translate these sentences word-for-word because you don't yet know all the vocabulary. Use the chart below to help you to stay within your (Spanish) budget as you reorganize and translate the sentences.

RKE 2.3	Whom	1 st Verb	2 nd Verb	When
EWOR	I	would like	to return, to come back to play tennis	tomorrow later
FRAM	you/he/she	'd like	to walk	now
				~
BLE	Me	gustaría	regresar	mañana más tarde
FLEXIBLE	Le	gustaría	jugar tenis caminar	ahora

Reorganized English

- 1. He'd like to come back tomorrow.
- 2. I'd like to play tennis later.
- 3. Would you like to walk now?

Translation

- 1. Le gustaría regresar mañana.
- 2. Me gustaría jugar tenis más tarde.
- 3. ¿Le gustaría caminar ahora?

LESSON 2: LIKE

PART FOUR: Preparing Exercise 2.4

There are no new flash cards for exercise 2.4. This exercise combines 3 flash cards you have already learned. The words are re-combined to make a different set of sentences.

Moving From Words To Sentences by combining Flash Cards B (would like), 1, 3 & 4 Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible FrameworkTM Chart

Whom	1st Verb	2nd Verb	With (con)
▼ B →		1	4
		3	

Teach Your Tongue To Talk: Exercise 2.4 (Flash Cards B, 1, 3, 4).

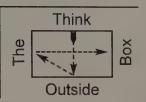
This exercise is on Tape 1, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. I'd like to speak Spanish with my brother.
- 2. I'd like to ski with my brother.
- 3. I'd like to travel with my brother.
- 4. Would you like to go with your friend (m.)?
- 5. Would you like to work with your friend (m.)?
- 6. Would you like to play tennis with your friend (m.)?
- 1. Me gustaría hablar español con mi hermano.
- 2. Me gustaría esquiar con mi hermano.
- 3. Me gustaría viajar con mi hermano.
- 4. ¿Le gustaría ir con su amigo?
- 5. ¿Le gustaría trabajar con su amigo?
- 6. ¿Le gustaría jugar tenis con su amigo?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. I'd love to work with my friend.
- 2. She'd hate to travel with her sister.
- 3. Would you enjoy going with your mother?



Suggestions: Using the vocabulary in the chart below, find a synonym for the words you don't yet know. Reorganize the target sentence in English before you translate it.

½ 4	Whom	1st Verb	2 nd Verb	With (con)	
BLE FRAMEWORK™ CHART 2.4	I you/he/she	would like 'd like	to work to travel to go	my his/her/your/their	friend (m.) mother sister
	Me	gustaría	trabajar viajar	mi su	amigo mamá
FLEXIBL	Le	gustaría	ir		hermana

Reorganized English

- 1. I'd like to work with my friend (m.).
- 2. She would not like to travel with her sister.
- 3. Would you like to go with your mother?

- 1. Me gustaría trabajar con mi amigo.
- 2. No le gustaría viajar con su hermana.
- 3. ¿Le gustaría ir con su mamá?

MOVING FROM WORDS TO SENTENCES

- Flash Cards A & B
- Flash Cards 1, 2, 3 & 4

The new vocabulary introduced in this lesson is **bolded**. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 2)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Whom	1st Verb	2nd Verb	With (con)	When
I he/she/you I he/she/you		to work to finish to begin to return, to come back to go to come to speak Spanish to ski to travel to walk to play tennis	my daughter daughter sister friend (f.) her father son brother their friend (m.)	now right now later soon today tomorrow

MOVING FROM WORDS TO SENTENCES....

This Flexible Framework™ chart summarizes what you will know and be able to say by practicing out loud with the audio cassette tape exercises through Lesson 2. It is a useful tool to help you visualize the connection between the lessons.

Flexible FrameworkTM Summary Chart (Lesson 2) Two-Verb Sentences using a conjugated verb followed by an infinitive

Whom	1st Verb	2nd Verb	With (con)	When
me le me le	Es necesario Es importante Es posible Es imposible Es urgente gusta gusta gustaría gustaría	trabajar terminar comenzar regresar ir venir hablar español* esquiar viajar caminar jugar tenis	mi hija hermana amiga papá hijo hermano amigo	ahora ahorita más tarde pronto hoy mañana

*Note: The word "español" never starts with a capital "e" unless it is the first word in the sentence.

The Verb To Need

In Lesson 3

- Verb Conjugation Simplified Plus... GENERAL INSTRUCTIONS FOR
- Verb Conjugation--necesitar

- Flash Cards C-H
- Adding "me", "you", "him", "her" to the infinitive

Lesson 3 is on audio cassette Tape 2, Side A. There are 4 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise on the tape.

The tape scripts, in Spanish and English, are included in the guide book.

- Exercise 3.1 with Flash Cards C, 1 & 2. The tape script is on page 35.
- Exercise 3.2 with **Flash Cards** *C*, **5** & **2**. The tape script is on page 38.
- Exercise 3.3 with **Flash Cards C & 6**. The tape script is on page 40.
- Exercise 3.4 with **Flash Cards C**, **5** & **6**. The tape script is on page 44.

By using the tape along with the Flexible FrameworkTM charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

• The Flexible Framework™ summary charts in Spanish and English are on pages 46-49.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 3 fit together and also how they connect to the previous lessons.

LESSON 3: FLASH CARDS

There are 3 flash cards for Lesson 3.

- Flash Card C (verb conjugation)
- Flash Cards 5 & 6 (vocabulary)

Verb Conjugation Flash Card C 1. necesito 1. I 1. yo 2. usted/él/ella 2. you (formal)/he/she 2. necesita 3. ustedes/ellos*/ellas* 3. necesitan 3. you (plural) / they (m./f.) 4. you (informal) 4. tú 4. necesitas 5. we 5. nosotros* 5. necesitamos

Vocabulary

Flash Card 5			
to help to ask to telephone to say, to tell to answer	ayudar preguntar telefonear decir contestar		

Vocabulary

Flash Card 6				
this that a lot	esto eso mucho			
a little	un poco un poquito			
more something	más algo			
nothing, not anything	nada			

^{*} Ellos, ellas and nosotros will be introduced in Lesson 4.

Verb Conjugation Simplified using "two-verb" sentences

Sentences need verbs and verbs need to be conjugated. But, there is a small group of verbs, such as would like, need and want that make it possible for a wide variety of other verbs to remain in the infinitive.*

Think of this small group of verbs as 1st Verbs. You will need to learn to conjugate a few of these 1st Verbs. With one of these conjugated 1st Verbs as the core of your sentence, you can add a 2nd Verb such as to work or to come back to the sentence simply by using the form of the verb exactly as it is written in the dictionary. Because these sentences have similar word order in Spanish and English, they are easy to learn and use. Use the Flexible Framework™ charts as your guide for constructing "two-verb" sentences.

Each of the lessons 3-8 and each of the colored flash cards C-H will focus on helping you learn to conjugate one 1st Verb. The vocabulary on the white flash cards (1-20) includes a wide variety of common 2nd Verbs. Teaching your tongue to talk using "two-verb" sentences is a very useful short-cut for minimizing the number of verbs you need to learn to conjugate.

GENERAL INSTRUCTIONS FOR FLASH CARDS C, D, E, F, G & H extstyle extstyle

The colored Flash Cards C-H show you the conjugation of 6 very useful 1st Verbs. Both sides of the colored Flash Cards C, D, E, F, G & H are in Spanish because the English translation doesn't change. In English, except for adding an -s with he and she the verb form remains the same. The real challenge in verb conjugation is learning to match the Spanish pronouns with their corresponding verb endings.

On the colored Flash Cards C-H, the 9 Spanish pronouns are listed on one side and the corresponding verb forms are listed on the other side. Both sides of each flash card are numbered 1-5. The numbers show you which pronouns "trigger" which verb forms. Several of the pronouns "trigger" the same verb endings and are therefore listed together.

In English and Spanish the 9 pronouns are:

- 1. I 2. you (formal)/he/she
- 3. you (plural)/they (m.)/they (f.)
- 4. you (informal)
- 5. we

- 1. yo
- 2. usted/él/ella
- 3. ustedes/ellos/ellas
- 4. tú
- 5. nosotros

Note: "they (m.)" and "they (f.)" are explained on page 56. The italicized words formal, informal and plural are explained on page 42.

Moving From Words To Sentences using the colored Flash Cards C, D, E, F, G & H and the Flexible Framework™ charts.

- Deposit each of the 9 pronouns in the Who column.
- Deposit each of the verb forms (on the other side of the flash card) in the 1st Verb column.

The Teach Your Tongue To Talk exercises in the guide book and on the audio tapes will help your tongue learn to match each pronoun with its corresponding verb form. As you proceed through Flash Cards C, D, E, F, G & H and the audio tape exercises, you will notice that the verb endings have five general patterns. These patterns will be explained in the guide book. Once you understand the patterns and learn a few simple "gimmicks" to help you remember the 5 endings, you will be able to combine the words on the colored flash cards with the words on the white flash cards to make complete sentences.

*Note: The infinitive is the easiest form of the verb to use because it never changes. The infinitive always ends in the letter r and is the form that is listed in the dictionary.

LESSON 3: NEED

PART ONE: Preparing Exercise 3.1

FLASH CARD C (Necesitar/ To Need)

1. yo

1. necesito

2. usted/él/ella

2. necesita

Flash Card C shows the *conjugation** of the verb *necesitar* which means *to need*. Both sides of Flash Card C are numbered 1-5. The verb conjugation is on one side and the corresponding pronouns are on the other side. Altogether, there are 9 pronouns. The 9 pronouns "trigger" 5 different verb endings. Several pronouns "trigger" the same ending and are, therefore, grouped together. This section starts with numbers 1 & 2 of Flash Card C. In this lesson, you will also practice conjugating the verb *necesitar* with all of the pronouns except *ellos*, *ellas* and *nosotros* which will be introduced in Lesson 4.

*Note: Conjugation is the process of making the verb agree with the subject of the sentence.

<u>Pronouns</u> (Note: In the Flexible Framework™ chart, these pronouns are deposited in the Who column)

1

yo**

you

usted

he

él

she

ella***

**Note: In Spanish, yo is never capitalized unless it begins the sentence.

*** Pronunciation Note: The pronunciation of *ll* in Spanish is similar to the letter y in English (*tortilla* is pronounced *tortiya*).

"YES" STATEMENTS

I need

yo necesito

you need he needs she needs

usted necesit<u>a</u> él necesit<u>a</u> ella necesita **Gimmicks**" to jog your memory:

Verb Endings

o rhymes with vo

usted, él and ella always have the same ending.

"No" STATEMENTS

To make a "no" statement, remember to "Just say no!" before the conjugated verb.

I don't need

yo no necesito

you don't need

usted no necesita

he doesn't need

él no necesita

she doesn't need

ella no necesita

OUESTIONS

Do you need...?

- 1. intonation: ¿Usted necesita...?
- 2. inversion: ¿Necesita usted...?
- 3. omission: ¿Necesita...?

Note: There is no Spanish word for "Do" in this question. Think of the upside-down question mark as a substitute for the word "Do".

You can ask someone a question in 3 ways. In written Spanish, a question always starts with an upside down question mark (\hat{c}) .

• Using *intonation*, the word order is the same as for a "yes" statement. You change the intonation of your voice and make your voice rise at the end of the sentence just as you would when you ask a question in English.

Example: Do you need...? ¿Usted necesita...?

• Using inversion, you invert (reverse) the word order of the "yes" statement.

Example: Do you need...? ¿Necesita usted...?

• Using omission, you "omit" the pronoun completely.

Example: Do you need...? ¿Necesita ...?

The easiest way for beginners to ask someone a question is usually with *intonation*. Native Spanish speakers often use inversion or omission, so it is useful to learn all three ways.

Moving From Words To Sentences by combining Flash Cards C, 1 & 2.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make senténces.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	When	
yo usted él ella	C	1	2	

Teach Your Tongue To Talk: Exercise 3.1 (Flash Cards C, 1, 2).

This exercise is on Tape 2, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

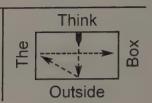
- 1. I need to work now.
- 2. I need to finish now.
- 3. I need to go now.
- 4. He doesn't need to return tomorrow.
- 5. He doesn't need to begin tomorrow.
- 6. He doesn't need to come tomorrow.
- 7. Do you need to go soon? (intonation)
- 8. Do you need to go soon? (inversion)
- 9. Do you need to go soon? (omission)

- 1. Yo necesito trabajar ahora.
- 2. Yo necesito terminar ahora.
- 3. Yo necesito ir ahora.
- 4. Él no necesita regresar mañana.
- 5. Él no necesita comenzar mañana.
- 6. Él no necesita venir mañana.
- 7. ¿Usted necesita ir pronto?
- 8. ¿Necesita usted ir pronto?
- 9. ¿Necesita ir pronto?

By Reorganizing Your English Before You Translate

¿Со́мо se dice en español? (How do you say it in Spanish?)

- 1. I'm going now.
- 2. Do you work tomorrow?
- 3. She doesn't have to come back later.



Suggestions: Sentences 1 & 2 only have one verb and you don't yet know how to conjugate going or work. If you reorganize the sentences by adding need as the 1st Verb, you will be able to live within your (Spanish) budget. Sentence 3 is already a two-verb sentence. Choose a synonym for the words you don't yet know.

	Who	1st Verb	2 nd Verb	When
FLEXIBLE FRAMEWORKTHEWORTHEWORKTHEWOR	I you he/she	need need(s)	to work to return, to come back to go	now later tomorrow
	yo usted él/ella	necesit o necesit a	trabajar regresar ir	ahora más tarde mañana

Reorganized English

- 1. I need to go now.
- 2. Do you need to work tomorrow?
- 3. She doesn't need to come back later.

- 1. Yo necesito ir ahora.
- 2. ¿Usted necesita trabajar mañana?
- 3. Ella no necesita regresar más tarde.

PART TWO: Preparing Exercise 3.2

5 FLASH CARD 5

These verbs are in the infinitive. In Spanish, the infinitive form of the verb always ends in the letter r.

to help	ayudar
to ask	preguntar
to answer	contestar
to tell	decir
to say	

for	iear
	for

to help me	ayudarme	to help him/her/you	ayudarle
to ask me	preguntarme	to ask him/her/you	preguntarle
to answer me	contestarme	to answer him/her/you	contestarle
to tell me	decirme	to tell him/her/you	decirle
to telephone me	telefonearme	to telephone him/her/you	telefonearle

In Spanish, the words me and le can occur in more than one place in a sentence. In Lesson 2, you learned how to use me and le before the 1st Verb gustar. In this lesson, me and le follow the 2nd Verb. For the correct word order, use the Flexible FrameworkTM chart and just deposit these words in the Whom column.

Words in the *Whom* column will always be written in *italics* to distinguish them from words in the **Who** column.

Moving From Words To Sentences by combining Flash Cards C, 5 & 2.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible FrameworkTM Chart

Who	1st Verb*	2 nd Verb**	Whom	When
yo usted él ella	C	5	me le	2

*Note: The 1st Verb is always conjugated.

**Note: The 2^{nd} Verb is always in the infinitive. It always ends in the letter r.

Teach Your Tongue To Talk: Exercise 3.2 (Flash Cards C, 5, 2).

This exercise is on Tape 2, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

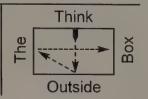
- 1. She needs to answer me soon.
- 2. She needs to help me soon.
- 3. She needs to tell me soon.
- 4. You don't need to telephone him today.
- 5. You don't need to ask him today.
- 6. You don't need to answer her today.
- 7. I need to telephone you later.
- 8. I need to help you later.
- 9. I need to ask you later.

- 1. Ella necesita contestarme pronto.
- 2. Ella necesita ayudarme pronto.
- 3. Ella necesita decirme pronto.
- 4. Usted no necesita telefonearle hoy.
- 5. Usted no necesita preguntarle hoy.
- 6. Usted no necesita contestarle hov.
- 7. Yo necesito telefonearle más tarde.
- 8. Yo necesito ayudarle más tarde.
- 9. Yo necesito preguntarle más tarde.

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. Tell María that she doesn't have to call you tomorrow.
- 2. Speaking about your friend, say that you have to help her soon.
- 3. Say that José has to tell you later.



Suggestions: Reorganize each sentence and say it as though you were actually talking to someone.

	Who	1 st Verb	2 nd Verb	Whom	When
FLEXIBLE FRAMEWORK 3.2	I you he/she	need need(s)	to help to telephone to tell	me ḥim/her/you	later soon tomorrow
	yo usted él/ella	necesito necesita	ayudar telefonear decir	me le	más tarde pronto mañana

Reorganized English

- 1. You don't need to call me tomorrow.
- 2. I need to help her soon.
- 3. He needs to tell me later.

- 1. Usted no necesita telefonearme mañana.
- 2. Yo necesito ayudarle pronto.
- 3. Él necesita decirme más tarde.

LESSON 3: NEED.

PART THREE: Preparing Exercise 3.3

6 FLASH CARD 6

These words are very useful when you don't know the exact name for something you need. Of course, you can always point and say nothing, but often it helps to toss in a "catch-all" vocabulary word such as *this* or *that* to accompany the pointing gesture.

this	esto
that	eso
a lot	mucho
a little	un poco
	un poquito*
more	más
something	algo
nothing, not anything	nada

Pronunciation Note:*the letter *u* is always silent after the *q* like in the English word *mosquito*.

Moving From Words To Sentences by combining Flash Cards C & 6.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible FrameworkTM Chart

Who	1st Verb	What
yo		4
usted		0
él		
ella		

Teach Your Tongue To Talk: Exercise 3.3 (Flash Cards C, 6).

This exercise is on Tape 2, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

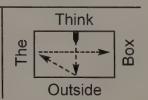
- 1. I don't need anything.
- 2. I don't need a lot.
- 3. I don't need that.
- 4. She needs something.
- 5. She needs a little.
- 6. She needs a little more.
- 7. Do you need more?
- 8. Do you need this?
- 9. Do you need that?

- 1. Yo no necesito nada.
- 2. Yo no necesito mucho.
- 3. Yo no necesito eso.
- 4. Ella necesita algo.
- 5. Ella necesita un poquito.
- 6. Ella necesita un poquito más.
- 7. ¿Necesita usted más?
- 8. ¿Necesita usted esto?
- 9. ¿Necesita usted eso?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. Say that there isn't anything you need.
- 2. Point to something and ask Carlos if he needs it.
- 3. Tell the waiter that your companion would like a little more water.



Suggestions: Reorganize each sentence and say it as though you are actually talking to someone. Use the Flexible Framework^{IM} chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

	Who	1st Verb	What
2 8	I	need	this
AMEWORK!	you (formal) he/she	need(s)	a little more nothing/not anything
FR	yo	necesito	esto
FLEXIBLE FRAFII	usted él/ella	necesit a	un poco un poquito más nada

Reorganized English

- 1. I don't need anything.
- 2. Do you need this?
- 3. My friend needs a little more.

- 1. Yo no necesito nada.
- 2. ¿Usted necesita esto?
- 3. Mi amigo necesita un poco más.

LESSON 3: NEED

PART FOUR: Preparing Exercise 3.4

In Spanish, there are 3 ways to say you:

- usted
- tú
- ustedes
- In general, *usted* should be used with people you would address as Mr. or Mrs. *Usted* is the formal way to translate *you* when you are talking to **one person**.
- $T\acute{u}$ is the informal way to translate you when you are talking to **one person**. If in doubt, use usted.
- It's easy to know when to use *ustedes*. *Ustedes* is the plural form. You always use *ustedes* when you are speaking to **more than one person**. In the plural, there is no difference between formal and informal.

FLASH CARD C (Necesitar/To Need)

2. usted

2. necesita

3. ustedes

3. necesitan

4. tú

4. necesitas

*Note: *The Spanish pronouns vos and vosotros do not appear in this program. You can learn them easily if you travel to places where they are used, but you will be understood even if you use tú and ustedes instead. Vos is used instead of tú in parts of Latin America, but not in Mexico, the Caribbean or Spain. In some parts of Spain, vosotros is used instead of ustedes when talking to a group of people informally. Everywhere else, ustedes is used for the plural you without making any distinction between informal and formal.

"YES" STATEMENTS

you (formal) need

usted necesita

you (plural) need

ustedes necesitan

you (informal) need

tú necesitas

"No" STATEMENTS

you (formal) don't need you (plural) don't need

usted no necesita ustedes no necesitan

you (informal) don't need

tú no necesitas

OUESTIONS

You can use *intonation*, *inversion* or *omission* to ask a question. Remember also that when you are talking to a single person, you should use *usted* unless the person is a friend, young child or family member, and then use $t\acute{u}$. When you are talking with numerous people (plural), always use *ustedes*.

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say *you*. See page 35 for detailed explanation.

Do you need...? FORMAL

PLURAL

INFORMAL

intonation
 inversion

¿Usted necesita...?
¿Necesita usted...?

¿Ustedes necesitan...? ¿Necesitan ustedes...? ¿Tú necesitas...?

3. omission

¿Necesita...?

¿Necesitan ustet

¿Necesitas tú...?

^{*}Note: It's common to omit $t\acute{u}$ because the verb ending, by itself, makes it clear that $t\acute{u}$ is the pronoun. On the other hand, as a beginner, you might find it useful to add the $t\acute{u}$. Just in case you mistakenly use a different verb ending, the pronoun makes it doubly clear what you are trying to say.

FLASH CARD C (Necesitar/To Need)

As you practice with Flash Cards *C*-H and the corresponding exercises on the audio tapes, you will notice that the verb endings fall into 5 patterns (numbered 1-5). Each ending is "triggered" by a pronoun (or a group of pronouns) also numbered 1-5. The challenge in learning to conjugate a verb is to remember which pronoun(s) "trigger" which endings. The Flash Cards *C*-H are numbered on both sides to help you make that connection. Sometimes, it also helps to create mental linkages or "gimmicks" as a strategy to help your memory.

Some "Gimmicks" to help you remember the conjugation* of necesitar.

The "gimmicks" in the chart below are a way to jog your memory and help you make the connection between the pronouns and the verb conjugations. Any idea, no matter how goofy, is O.K. if it helps your memory. Feel free to make up your own gimmicks as you go along. In general, these "gimmicks" apply to all of the conjugated 1st Verbs in Lessons 3-8 on the Flash Cards C-H.

The words *necesita*, *necesita*, *necesitan* and *necesitas* can be divided in 2 parts. The first part is called the *stem*. The second part is called the ending. The stem *necesit* does not change. The ending changes to conform with the pronoun. Each pronoun "triggers" a specific ending.

Who	Conjugation	"Gimmicks" to jog your memory
yo	necesito	Ending o rhymes with yo
usted/él/ella	necesita	These 3 pronouns "trigger" the same verb ending. The ending letter is a , because the infinitive form of the verb, $necesitar$, has an a immediately preceding the final r .
ustedes	necesit an	Ustedes "triggers" an n added to the usted form of the verb. Because ustedes is plural, it is used when talking to numerous people. Think of the first letter, n, in the phrase "numerous people" as a way to remember that ustedes "triggers" the letter n.
tú	necesit as	$T\dot{u}$ "triggers" an s added to the <i>usted</i> form of the verb. Because $t\dot{u}$ is informal, it is always used when talking to a very little kid (who is sometimes squirmy). Think of the first letter, s , in the phrase "squirmy kid" as a way to remember that $t\dot{u}$ "triggers" the letter s .

*Note: Conjugation is the process of making the verb agree with the subject of the sentence. You only need to conjugate the 1st verb in the sentence.

Moving From Words To Sentences by combining Flash Cards C & 5. Flash Cards C & 6.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2 nd Verb	Whom
usted ustedes tú	C	5	me le

Flexible Framework™ Chart

Who	1st Verb	What
usted ustedes tú	C	6

Teach Your Tongue To Talk: Exercise 3.4 (Flash Cards C & 5, sentences 1-3). (Flash Cards C & 6, sentences 4-9)

This exercise is on Tape 2, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

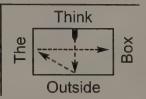
- 1. You (formal) don't need to telephone me.
- 2. You (formal) don't need to telephone her.
- 3. You (formal) don't need to tell her.
- 4. You (informal) need this.
- 5. You (informal) need that.
- 6. You (informal) need more.
- 7. Do you (plural) need something?
- 8. Do you (plural) need more?
- 9. Do you (plural) need this?

- 1. Usted no necesita telefonearme.
- 2. Usted no necesita telefonearle.
- 3. Usted no necesita decirle.
- 4. Tú necesitas esto.
- 5. Tú necesitas eso.
- 6. Tú necesitas más.
- 7. ¿Necesitan ustedes algo?
- 8. ¿Necesitan ustedes más?
- 9. ¿Necesitan ustedes esto?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. Ask Señora Martínez if she needs something else.
- 2. Tell Rosa that she needs a little bit more.
- 3. Tell Rosa and Elena that they don't need that.



Suggestions: Reorganize each sentence and say it as though you are actually talking to someone. Use the Flexible Framework^{IM} chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

	Who	1st Verb	What
	you (formal)	need	that a little
ORK™ T 3.4	you (plural)	need	more something
	you (informal)	need	sometimig
一三工			
EXIBLE FRAMEW CHAF	usted	necesita	eso un poco
IBLE	ustedes	necesitan	un poquito más
FE	tú	necesitas	algo

Reorganized English

- 1. Do you need something more?
- 2. You need a little more.
- 3. You (plural) don't need that.

- 1. ¿Necesita usted algo más?
- 2. Usted necesita un poco más.
- 3. Ustedes no necesitan eso.

MOVING FROM WORDS TO SENTENCES

- Flash Cards A, B, C
- Flash Cards 1, 2,3, & 5

The new vocabulary introduced in this lesson is **bolded**. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 3)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who Whom	1st Verb	2nd Verb	Whom	When
	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
he/she/you	like(s) would like ('d like)	to speak Spanish to ski to travel		
he/she/you	would like ('d like)	to walk to play tennis		
I he/she/you (formal) you (plural) you (informal)	need(s)	to help to answer to telephone to say, to tell to ask	me him her you	
				1

MOVING FROM WORDS TO SENTENCES.....

This Flexible Framework[™] chart summarizes what you will know and be able to say by practicing *out loud* with the audio cassette tape exercises through Lesson 3. It is a useful tool to help you visualize the connection between the lessons.

Flexible FrameworkTM Summary Chart (Lesson 3)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who H	Vhom	1st Verb	2nd Verb	Whom	When
		Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me le me le	gusta gusta gustaría gustaría	hablar español esquiar viajar caminar jugar tenis		
yo él/ella/usted ustedes tú		necesito necesita necesitan necesitas	ayudar contestar telefonear decir preguntar	me le	

MOVING FROM WORDS TO SENTENCES.....

- Flash Cards B & C
- Flash Cards 4 & 6

The new vocabulary introduced in this lesson is **bolded**. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 3) One-Verb Sentences

Who	Whom	1st Verb	What
	I he/she/you	like(s)	this
	I	would like ('d like)	that
	he/she/you		a lot a little
I he/she			more
you (formal) you (plural)			something
you (informal)		need(s)	nothing (not anything)
my his/her/your/tho daughter sister	eir son brother		
friend (f.) mother	friend (m.) father		

MOVING FROM WORDS TO SENTENCES.....

The Flexible Framework[™] chart summarizes what you will know and be able to say by practicing *out loud* with the audio cassette tape exercises through Lesson 3. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 3) One-Verb Sentences

Who	Whom		1st Verb	What
	те		gusta	esto
	le		gusta	
			10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	eso
	me		gustaría	
	le		gustaría	mucho
			,	un poco; un poquito
yo		1	necesito	
él/ella			6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	más
usted ustedes			necesita	algo
tú				no do
		\	necesitan	nada
mi				
su	hiio		necesitas	
hija hermana	hijo hermano			
amiga	amigo		• e e e e e e e e e e e e e e e e e e e	
mamá	pápa			



The Verb Can/To Be Able

In Lesson 4

- Verb Conjugation--poder
- *Review Verb Conjugation necesitar and add they (m./f.) & we
- *Adding it to the infinitive

Lesson 4 is on audio cassette Tape 2, Side B. There are 4 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise on the tape.

The tape scripts, in Spanish and English, are included in the guide book.

- Exercise 4.1 with Flash Cards D, 1 & 2. The tape script is on page 54.
- Exercise 4.2 with Flash Cards D, 5 & 2. The tape script is on page 57.
- Exercise 4.3 with **Flash Cards D**, **7** & **2**. The tape script is on page 60.
- Exercise 4.4 with Flash Cards C, 1, 3 & 8. The tape script is on page 63.

By using the tape along with the Flexible FrameworkTM charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

◆ The Flexible Framework™ summary charts in Spanish and English are on pages 65-66.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 4 fit together and also how they connect to the previous lessons.

LESSON 4: FLASH CARDS_

There are 3 flash cards for Lesson 4.

- Flash Card D (verb conjugation)
- Flash Cards 7 & 8 (vocabulary)

Verb Conjugation	Flash Card D		
1. I 2. you (formal) / he / she 3. you (plural) / they (m./f.) 4. you (informal) 5. we	1. yo 2. usted/él/ella 3. ustedes/ellos/ellas 4. tú 5. nosotros	 puedo puede pueden puedes podemos 	

Vocabulary

Flash Card 7		
to do, to make	hacer	
to bring	traer	
to fix, to arrange	arreglar	

Vocabulary

conmigo with me with you (informal) con usted with you (formal) con él with him con ella with her	Flash Card 8			
con ustedes with you (plural) con ellos with them (m.) con ellas with them (f.) con nosotros with us	conmigo contigo con usted con él con ella con ustedes con ellos con ellas	with me with you (informal) with you (formal) with him with her with you (plural) with them (m.) with them (f.)		

PART ONE: Preparing Exercise 4.1

FLASH CARD D (Poder/Can/To Be Able)

1. yo

1. puedo

2. usted/él/ella

2. puede

Flash Card D shows the conjugation* of the verb poder which has 2 meanings in English:

- can
- to be able

Both sides of **Flash Card D** are numbered 1-5. The verb conjugation is on one side and the corresponding pronouns are on the other side. The pronouns usted, $\acute{e}l$ and ella are grouped together because they "trigger" the same verb ending. The ending is e because poder has an e immediately preceding the final r.

*Note: Conjugation is the process of making the verb agree with the subject of the sentence. It only applies to 1st Verbs.

"YES" STATEMENTS

I can yo puedo

you can
he can
she can

sne can -- \
you are able
he/she is able

"Gimmicks" to jog your memory
puedo = Think of baby talk for "Play-Doh" ("pwaydoh")

puede =Think of baby talk for "play day" ("pwayday")

"No" Statements

I can't

yo no puedo

you can't

usted no puede

he can't

él no puede

she can't

ella no puede

QUESTIONS (There are 3 ways to ask a question using usted. See page 35 for detailed explanation.)

Pronunciation Note: The ue sound in puedo and puede is pronounced like the ue in 9 (nueve).

Can you...?

1. intonation: ¿Usted puede...?

2. inversion:

¿Puede usted...?

3. omission:

¿Puede...?

Moving From Words To Sentences by combining Flash Cards D, 1 & 2.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	When
yo usted él ella	D	1	2

- To make a "yes" statement, just follow the word order in the chart.
- To make a "no" statement, follow the word order in the chart and add "no" before the 1st Verb.
- To make a question, you can use intonation, inversion or omission.

Teach Your Tongue To Talk: Exercise 4.1 (Flash Cards D, 1, 2).

This exercise is on Tape 2, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

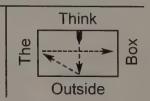
- 1. I can begin soon.
- 2. I can come back soon.
- 3. I can finish soon.
- 4. She can't go today.
- 5. She can't come back today.
- 6. She can't work today.
- 7. Can you work tomorrow?
- 8. Can you go tomorrow?
- 9. Can you come tomorrow?

- 1. Yo puedo comenzar pronto.
- 2. Yo puedo regresar pronto.
- 3. Yo puedo terminar pronto.
- 4. Ella no puede ir hoy.
- 5. Ella no puede regresar hoy.
- 6. Ella no puede trabajar hoy.
- 7. ¿Puede usted trabajar mañana?
- 8. ¿Puede usted ir mañana?
- 9. ¿Puede usted venir mañana?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. Are you able to start tomorrow?
- 2. I'll finish right away.
- 3. She won't be able to come today.



Suggestions: Sentences 1 & 3: Remember that, in English, can is interchageable with to be able as a translation for the Spanish verb poder. Sentence 2: You can't translate this sentence word-for-word because you don't yet know how to say I'll. Use the chart below to help you to think outside the box and reorganize your sentence. Find a way to communicate the target sentence while living within your (Spanish) budget.

1	Who	1st Verb	2 nd Verb	When
FLEXIBLE FRAMEWORK	I you (formal) he/she	can am able are is	to finish to begin to come	right now today tomorrow
	yo usted él/ella	pued o pued e	terminar comenzar venir	ahorita hoy mañana

Reorganized English

- 1. Can you start tomorrow?
- 2. I can finish right now.
- 3. She can't come today.

- 1. ¿Puede usted comenzar mañana?
- 2. Yo puedo terminar ahorita.
- 3. Ella no puede venir hoy.

LESSON 4: CAN_

PART TWO: Preparing Exercise 4.2

3. ustedes/ellos/ellas 3. pueden

4. tú 4. puedes

You already know that *usted*, *él* and *ella* "trigger" the same ending. Each of those words has a plural form. The plural forms are also grouped together because they "trigger" the same ending.

<u>Singular</u> <u>Plural</u>

usted (you) ustedes (you)

él (he) ellos (they masculine) ella (she) ellas (they feminine)

"YES" STATEMENTS

they (m.) can
they (f.) can
they (f.) can
they (f.) can
they (f.) can

| Sustedes pueden | ellos pueden |

you (informal) can tú puedes

"No" STATEMENTS

you (plural) can't ustedes no pueden they (m.) can't ellos no pueden they (f.) can't ellas no pueden

you (informal) can't tú no puedes

"Gimmicks" to jog your memory

Ustedes "triggers" an *n* added to the usted form of the verb. Because ustedes is plural, it is used when talking to numerous people. Think of the first letter, *n*, in the phrase "numerous people" as a way to remember that ustedes "triggers" the letter *n*.

 $T\dot{u}$ "triggers" an s added to the *usted* form of the verb. Because $t\dot{u}$ is informal, it is always used when talking to a very little kid (who is sometimes squirmy). Think of the first letter, s, in the phrase "squirmy kid" as a way to remember that $t\dot{u}$ "triggers" the letter s.

Note: f. = feminine m. = masculine
they (f.) (ellas) refers to an all-female group
they (m) (ellos) refers to an all-male group or a mixed

male and female group.

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say you. See page 35 for detailed explanation.

Can you...?

FORMAL

1. intonation

2. inversion

2. inversion

3. omission

FORMAL

PLURAL

Ustedes pueden...?

¿Ustedes pueden...?

¿Pueden ustedes...?

¿Puedes...?

¿Puedes...?

¿Puedes...?*

^{*}Note: It's common to omit $t\acute{u}$ because the verb ending makes it clear that $t\acute{u}$ is the pronoun. On the other hand, as a beginner, you might find it useful to add the $t\acute{u}$. Just in case you mistakenly use a different verb ending, the pronoun makes it doubly clear what you are trying to say.

Moving From Words To Sentences by combining Flash Cards D,5 & 2.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	When
yo usted/él/ella ustedes/ellos/ellas tú	D	5	2

Teach Your Tongue To Talk: Exercise 4.2 (Flash Cards D, 5, 2).

This exercise is on Tape 2, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

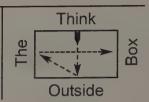
- 1. You (plural) can help me later.
- 2. You (plural) can ask me later.
- 3. You (plural) can tell me later.
- 4. They (m.) can't call you now.
- 5. They (m.) can't help you now.
- 6. They (f.) can't help you now.
- 7. They (f.) can't answer you now.
- 8. Can you (informal) ask her today?
- 9. Can you (informal) call her today?
- 10. Can you (informal) help him today?

- 1. Ustedes pueden ayudarme más tarde.
- 2. Ustedes pueden preguntarme más tarde.
- 3. Ustedes pueden decirme más tarde.
- 4. Ellos no pueden telefonearle ahora.
- 5. Ellos no pueden ayudarle ahora.
- 6. Ellas no pueden ayudarle ahora.
- 7. Ellas no pueden contestarle ahora.
- 8. ¿Puedes (tú) preguntarle hoy?
- 9. ¿Puedes (tú) telefonearle hoy?
- 10. ¿Puedes (tú) ayudarle hoy?

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. Say that Mr. and Mrs. Gómez can't call you today.
- 2. Ask two friends if they would be free to help you tomorrow.
- 3. Imagine that a child has been waiting to ask the principal something. Tell the child that the principal is available now.



Suggestions: Reorganize these sentences and say them as though you are actually talking to the people. Use the chart below to help you think outside the box and find a synonym for the words you don't know.

	Who	1 st Verb	2 nd Verb	Whom	When
FLEXIBLE FRAMEWORKTHHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHHEWORKTHEWORTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORTHEWORTHEWORTHEWORKTHEWORKTHEWORKTHEWORKTHEWORTHEWORKTHEWORTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTHEWORKTH	you (plural) they (m./f.) you (informal)	can are able are	to help to ask to telephone	me him/her/you	now today tomorrow
	ustedes ellos/ellas tú	pued en ,pued es	ayudar preguntar telefonear	me le	ahora hoy mañana

Reorganized English

- 1. They can't call me today.
- 2. Can you help me tomorrow?
- 3. You can ask him now.

- 1. Ellos no pueden telefonearme hoy.
- 2. ¿Pueden ustedes ayudarme mañana?
- 3. Tú puedes preguntarle ahora.

PART THREE: Preparing Exercise 4.3

7 FLASH CARD 7

These verbs are in the infinitive. In Spanish, the infinitive form of the verb always ends in the letter r.

to do, to make hacer
to bring traer
to fix, to arrange arreglar

to do it, to make it hacerlo*
to bring it traerlo*
to fix it, to arrange it arreglarlo*

*Note: The word *lo* means *it*. The infinitive is connected directly to the word *lo*. There is no space between the words.

FLASH CARD D (Poder/Can/To Be Able)

5. nosotros

5. podemos

Nosotros means we.

Verb Stem with nosotros

As a general rule, the verb stem "triggered" by *nosotros* is the infinitive form minus the last two letters. This applies to *nosotros* even when the other pronouns (words in the **Who** column) "trigger" a different stem. With the verb *poder*, *nosotros* "triggers" the stem *pod* even though all the other pronouns "trigger" *pued*.

Verb Ending with nosotros

- The first letter of the verb ending is e because poder has an e immediately preceding the final r.
- The last three letters of the verb ending are mos. (See © "Gimmick" below.)

"YES" STATEMENT

we can **nosotros pod**emos

"No" STATEMENT

we can't nosotros no podemos

"Gimmick" to help you remember the last 3 letters of the verb ending with nosotros: The word nosotros has the most letters (8 letters) of any of the words in the Who column. Think of baby talk pronunciation of most (mos') as a way to remember that nosotros always "triggers" mos at the end of the verb.

LESSON	4.	C_{4N}
LINSSUN	т.	CAIV

Moving From Words To Sentences by combining Flash Cards D, 7 & 2.

Use the Flexible Framework[™] chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	What	When
yo usted/él/ella ustedes/ellos/ellas tú nosotros	D	7	lo	2

Teach Your Tongue To Talk: Exercise 4.3 (Flash Cards D, 7, 2).

This exercise is on Tape 2, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

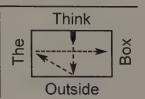
- 1. We can do it later.
- 2. We can bring it later.
- 3. We can fix it later.
- 4. He can't make it today.
- 5. They (m.) can't do it today.
- 6. I can't make it today.
- 7. Can you (formal) fix it right now?
- 8. Can you (plural) fix it right now?
- 9. Can you (informal) fix it right now?

- 1. Nosotros podemos hacerlo más tarde.
- 2. Nosotros podemos traerlo más tarde.
- 3. Nosotros podemos arreglarlo más tarde.
- 4. Él no puede hacerlo hoy.
- 5. Ellos no pueden hacerlo hoy.
- 6. Yo no puedo hacerlo hoy.
- 7. ¿Puede usted arreglarlo ahorita?
- 8. ¿Pueden ustedes arreglarlo ahorita?
- 9. ¿Puedes (tú) arreglarlo ahorita?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. We'll do it soon.
- 2. We'll bring it later.
- 3. We'll be able to fix it tomorrow.



Suggestions: You can't translate these sentences word-for-word because you don't yet know how to say "we'll". Use the chart below to help you think outside the box and reorganize the sentences. Find a way to communicate the target sentences while living within your (Spanish) budget.

1 = K;	Who	1 st Verb	2 nd Verb	What	When
ALTEWORK GHART 4.3	we	can	to do, to make to bring to fix	it	later soon tomorrow
FLEXIBLE FRAM	nosotros	pod emos	hacer traer arreglar	lo ·	más tarde pronto mañana

Reorganized English

- 1. We can do it soon.
- 2. We can bring it later.
- 3. We can fix it tomorrow.

- 1. Nosotros podemos hacerlo pronto.
- 2. Nosotros podemos traerlo más tarde.
- 3. Nosotros podemos arreglarlo mañana.

LESSON 4: CAN_

PART FOUR: Preparing Exercise 4.4

FLASH CARD C (Necesitar/To Need)

5. nosotros 5. necesitamos

There was no tape exercise with *nosotros* in Lesson 3. Here's a chance to practice *nosotros* along with the other pronouns on **Flash Card** \boldsymbol{C} .

Verb Stem with nosotros

As a general rule, the verb stem "triggered" by *nosotros* is the infinitive form of the verb minus the last two letters. Therefore, with *necesitar*, the verb stem is *necesit*.

Verb Ending with nosotros

- With *necesitar*, the first letter of the verb ending is *a* because *necesitar* has an *a* immediately preceding the final *r*.
- The last three letters of the verb ending are mos.
- "Gimmick" to jog your memory.
- Nosotros "triggers" the ending mos because nosotros has the mos 'letters; see page 59 for detailed explanation.

"YES" STATEMENT

we need

nosotros necesitamos

"No" STATEMENT

we don't need

(nosotros) no necesitamos

8 FLASH CARD 8

These are the pronouns that follow the word with (con). Most of them are the same as the subject pronouns you have already learned.

with him con él with her con ella with you (formal) con usted with them (m.) con ellos with them (f.) con ellas with you (plural) con ustedes with us con nosotros with you (informal) contigo* with me conmigo*

*Note: tigo and migo are only used following con to mean with you and with me.

"Gimmick" to jog your memory contigo and conmigo rhyme.

Moving From Words To Sentences by combining Flash Cards C, 1, 3 & 8.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	With (con)
yo usted/él/ella ustedes/ellos/ellas	C	1	8
tú nosotros		3	-

Teach Your Tongue To Talk: Exercise 4.4 (Flash Cards C, 1, 3, 8).

This exercise is on Tape 2, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape without looking at this tape script, you are ready to proceed to the next page.

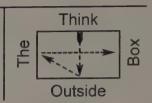
- 1. We need to go with him.
- 2. We need to go with them (m.).
- 3. We need to go with them (f.).
- 4. She doesn't need to come with me.
- 5. You (plural) don't need to come with me.
- 6. They (m.) don't need to come with me.

- 1. Nosotros necesitamos ir con él.
- 2. Nosotros necesitamos ir con ellos.
- 3. Nosotros necesitamos ir con ellas.
- 4. Ella no necesita venir conmigo.
- 5. Ustedes no necesitan venir conmigo.
- 6. Ellos no necesitan venir conmigo.
- 7. Do you (formal) need to speak Spanish with them (m.)?
- 8. Do you (plural) need to speak Spanish with them (m.)?
- 9. Do you (informal) need to speak Spanish with them (m.)? 9. ¿Necesitas (tú) hablar español con ellos?
- 7. ¿Necesita usted hablar español con ellos?
- 8. ¿Necesitan ustedes hablar español con ellos?

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. We should go with them.
- 2. It's O.K. if they don't come with us.
- 3. Do you (informal) have to speak Spanish with her?



Suggestions: In order to live within your (Spanish) budget, you will have to reorganize these sentences and find synonyms for the words you don't know. Use the chart below to help you think outside the box.

d Verb With
go with her
come with us
speak Spanish with them (f.)
enir con ella
ıblar español
-
con nosotros
con ellas

Reorganized English

- 1. We need to go with them.
- 2. They don't need to come with us.
- 3. Do you need to speak Spanish with her?

- 1. Nosotros necesitamos ir con ellas.
- 2. Ellos no necesitan venir con nosotros.
- 3. ¿Necesitas (tú) hablar español con ella?

- Flash Cards A, B, C, D
- Flash Cards 1, 2, 3, 5 & 7

The new vocabulary introduced in this lesson is bolded. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 4)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who Whom	1st Verb	2nd Verb	Whom/What	When
	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
I he/she/you	like(s)	to speak Spanish to ski to travel to walk		
he/she/you	would like ('d like)	to play tennis		
I he/she/you (formal) they(m.f.)/you (plural) you (informal)	need(s)	to help to answer to telephone to say, to tell to ask	me him her you	
we)	can (am, is, are able)	to do, to make to bring to fix, to arrange	·····it	

This Flexible Framework[™] chart summarizes what you will know and be able to say by practicing *out loud* with the audio cassette tape exercises through Lesson 4. It is a useful tool to help you visualize the connection between the lessons.

Flexible FrameworkTM Summary Chart (Lesson 4) Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me le	gusta gusta	hablar español esquiar viajar		
	me le	gustaría gustaría	caminar jugar tenis		
yo él/ella usted ellos/ellas		necesito necesita necesitan necesitas necesitamos	ayudar contestar telefonear decir preguntar	me le	
ustedes tú nosotros		puedo puede pueden puedes podemos	hacer traer arreglar	······ lo	

The Verb To Want

In Lesson 5

- Verb Conjugation--querer
- *Talking About What You Want To Eat and Drink
- ◆Two Ways to Say a (an)

Lesson 5 is on audio-cassette Tape 3, Side A. There are 4 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise on tape. The tape scripts, in Spanish and English, are included in this guide book.

- Exercise 5.1 with Flash Cards E, 2, 3, 4 & 8. The tape script is on page 70.
- Exercise 5.2 with Flash Cards E, 6 & 9. The tape script is on page 73.
- Exercise 5.3 with **Flash Cards E & 10**. The tape script is on page 76.
- Exercise 5.4 with Flash Cards B, 10 & 11. The tape script is on page 78.

By using the tape along with the Flexible FrameworkTM charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

• The Flexible Framework™ summary charts in Spanish and English are on pages 80-83.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 5 fit together and also how they connect to the previous lessons.

LESSON 5: FLASH CARDS -

There are 4 flash cards for Lesson 5.

- Flash Card E (verb conjugation)
- Flash Cards 9, 10 & 11 (vocabulary)

Verb Conjugation	Flash Ca	ard E
1. I 2. you (formal) / he / she 3. you (plural) / they (m./f.) 4. you (informal) 5. we	2. usted/él/ella	 quiero quiere quieren quieres queremos

Vocabulary

Flash Card 9		
to eat	comer	
to drink	tomar	
to buy	comprar	

Vocabulary

Flash Card 10			
a hamburger	una hamburguesa		
a salad	una ensalada		
a bottle of water	una botella de agua		
a glass of milk	un vaso de leche		
an ice cream	un helado		
a loaf of bread	un pan		

Vocabulary

Flash Card 11			
and	у		
or	О		

Step-By-Step

LESSON 5: WANT

PART ONE: Preparing Exercise 5.1

EFLASH CARD E (Querer/To Want)

1. yo

2. quiero

2. usted/él/ella

3. quiere

Flash Card E shows the conjugation of the verb querer which means to want.

The pronouns *usted*, *él* and *ella* are grouped together below because they all "trigger" the same verb ending. The ending letter is *e*, because *querer* has an *e* immediately preceding the final *r*.

"YES" STATEMENTS

I want

yo quiero

you (formal) want

usted quier<u>e</u>

he wants she wants

él quier<u>e</u> ella quier<u>e</u>

9

Pronunciation Note: The ie sound in quiero and quiere is pronounced like the ie in 10 (diez).

"No" STATEMENTS

I don't want

yo no quiero

you don't (formal) want

usted no quiere

he doesn't want

él no quiere

she doesn't want

ella no quiere

QUESTIONS (There are 3 ways to ask a question using usted. See page 35 for detailed explanation.)

Do you want...?

1. intonation:

¿Usted quiere...?

2. inversion:

¿Quiere usted...?

3. omission:

¿Quiere...?

Moving From Words To Sentences by combining Flash Cards E, 2, 3, 4* & 8.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible FrameworkTM Chart

Who	1st Verb	2nd Verb	With	When
yo usted/él/ella	E	3	8	2

*Note: You can substitute words like my sister and his brother for she/he when you deposit Flash Card 4 in the Who column.

Teach Your Tongue To Talk: Exercise 5.1 (Flash Cards E, 2, 3, 4, 8).

This exercise is on Tape 3, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

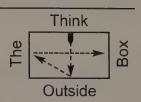
- 1. I want to play tennis with them tomorrow.
- 2. He wants to play tennis with them tomorrow.
- 3. He wants to ski with them tomorrow.
- 4. She wants to speak Spanish with you (informal).
- 5. Her sister wants to speak Spanish with you (informal).
- 6. My son wants to speak Spanish with you (informal).
- 7. Do you (formal) want to walk with me today? (intonation)
- 8. Do you (formal) want to walk with me today? (inversion)
- 9. Do you (formal) want to walk with me today? (omission)

- 1. Yo quiero jugar tenis con ellos mañana.
- 2. Él quiere jugar tenis con ellos mañana.
- 3. Él quiere esquiar con ellos mañana.
- 4. Ella quiere hablar español contigo.
- 5. Su hermana quiere hablar español contigo.
- 6. Mi hijo quiere hablar español contigo.
- 7. ¿Usted quiere caminar conmigo hoy?
- 8. ¿Quiere usted caminar conmigo hoy?
- 9. ¿Quiere caminar conmigo hoy?

By Reorganizing Your English Before You Translate

¿CÓMO SE DICE EN ESPAÑOL? (How do you say it in Spanish?)

- 1. I plan to take a trip tomorrow.
- 2. She doesn't feel well enough to go for a walk today.
- 3. Do you feel like practicing your Spanish now?



Suggestions: At first glance, these sentences may look too difficult because there are so many words you don't know. Think outside the box and reorganize your English to stay within the limits of your vocabulary. This is what beginners often do when they need to get by. Your Spanish doesn't have to be an exact translation of the target sentence. Your goal is just to make yourself understood without being misunderstood.

l _	Who	1st Verb	2 nd Verb	When
FRAMEWORK 5.1	you he/she	want want(s)	to speak Spanish to walk to travel	today tomorrow now
FLEXIBLE FF	yo usted él/ella	quier o quier e	hablar español caminar viajar	hoy mañana ahora

Reorganized English

- 1. I want to travel tomorrow.
- 2. She doesn't want to walk today.
- 3. Do you want to speak Spanish now?

- 1. Yo quiero viajar mañana.
- 2. Ella no quiere caminar hoy.
- 3. ¿Quiere usted hablar español ahora?

LESSON 5: WANT.

PART TWO: Preparing Exercise 5.2

EFLASH CARD E (Querer/To Want)

3. ustedes/ellos/ellas 3. quieren

4. tú 4. quieres

The pronouns ustedes, ellos, ellas are grouped together below because they all "trigger" the same verb ending.

"YES" STATEMENTS

you (informal) want tú quieres

"No" STATEMENTS

you don't (plural) want ustedes no quieren they don't (m.) want ellos no quieren they don't (f.) want ellas no quieren

you don't (informal) want tú no quieres

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say you. See page 35 for detailed explanation.

Do you want...?

FORMAL

1. intonation

2. inversion

2. invision

3. omission

FORMAL

PLURAL

Usted quiere...?

¿Ustedes quieren...?

¿Quieren ustedes...?

¿Quieren ustedes...?

¿Quieres tú...?

¿Quieres...?

9 FLASH CARD 9

These verbs are in the infinitive. In Spanish, the infinitive form of the verb always ends in the letter r.

to eat to drink to buy

comer tomar

comprar

Moving From Words To Sentences by combining Flash Cards E, 6 & 9.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	What
ustedes ellos ellas	E	9	6
tú			

Teach Your Tongue To Talk: Exercise 5.2 (Flash Cards E, 9, 6).

This exercise is on Tape 3, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

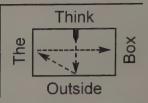
- 1. Do you (plural) want to buy something?
- 2. Do you (plural) want to drink something?
- 3. Do you (informal) want to drink something?
- 4. They (m.) don't want to drink anything.
- 5. They (m.) don't want to buy anything.
- 6. They (m.) don't want to buy that.
- 7. Do you (informal) want to eat a little bit?
- 8. Do you (informal) want to eat more?
- 9. Do you (plural) want to eat a little more?

- 1. ¿Quieren ustedes comprar algo?
- 2. ¿Quieren ustedes tomar algo?
- 3. ¿Quieres (tú) tomar algo?
- 4. Ellos no quieren tomar nada.
- 5. Ellos no quieren comprar nada.
- 6. Ellos no quieren comprar eso.
- 7. ¿Quieres (tú) comer un poquito?
- 8. ¿Quieres (tú) comer más?
- 9. ¿Quieren ustedes comer un poquito más?

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. How about eating something? (talking to a friend)
- 2. They aren't in the mood for any more shopping. (talking about a group of women)
- 3. They don't feel like drinking anything. (talking about a group of kids)



Suggestions: Think outside the box and reorganize your English using the Flexible Framework™ chart below as a guide to remind you that you already know enough to make yourself understood without being misunderstood.

	Who	1 st Verb	2 nd Verb	What
AMEWORK™ CHART 5.2	they (m./f.) you (informal)	want	to buy to eat to drink	more something nothing/not anything
FLEXIBLE FRAN	ellos/ellas	quier en quier es	comprar comer tomar	más algo nada

Reorganized English

- 1. Do you want to eat something?
- 2. They don't want to buy more.
- 3. They don't want to drink anything.

- 1. ¿Quieres (tú) comer algo?
- 2. Ellas no quieren comprar más.
- 3. Ellos no quieren tomar nada.

PART THREE: Preparing Exercise 5.3

E FLASH CARD E (Querer/To Want)

5. nosotros 5. queremos

The verb stem with *nosotros* is *quer* (the infinitive form of the verb minus the last two letters). The first letter of the verb ending is *e* because *querer* has an *e* immediately preceding the final *r*. The last three letters of the verb ending are *mos*.

"YES" STATEMENTS

we want

nosotros queremos

"No" STATEMENTS

It's O.K. to omit *nosotros* if you want to shorten the sentence. The verb ending, by itself, makes it clear that *nosotros* is the pronoun.

we don't want (nosotros) no queremos

FLASH CARD 10

a hamburger

una hamburgueşa

a salad

una ensalada

a bottle of water

una botella de agua

a glass of milk

un vaso de leche

an ice cream

un helado

a loaf of bread

un pan

In Spanish, there are 2 ways to say a (an). The general rule is:

- Use una if the word that follows ends in the letter a.
- Use un if the word that follows doesn't end in the letter a.

For Example: If you want a taco in Mexico, you should request un taco, and if you want a paella in Spain, you should ask for una paella.

Note: Uno can only be used for the number one (as in 1, 2, 3). Don't use it to mean a/an.

Moving From Words To Sentences by combining Flash Cards E & 10.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	What
yo usted/él/ella ustedes/ellos/ellas tú nosotros	E	10

Teach Your Tongue To Talk: Exercise 5.3 (Flash Cards E, 10).

This exercise is on Tape 3, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

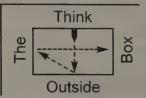
- 1. We want a loaf of bread.
- 2. We want an ice cream.
- 3. We don't want an ice cream.
- 4. I don't want a hamburger.
- 5. I don't want a bottle of water.
- 6. I don't want a glass of water.
- 7. Do you (formal) want a glass of water?
- 8. Do you (plural) want a glass of water?
- 9. Do you (informal) want a glass of water?

- 1. Nosotros queremos un pan.
- 2. Nosotros queremos un helado.
- 3. (Nosotros) no queremos un helado.
- 4. Yo no quiero una hamburguesa.
- 5. Yo no quiero una botella de agua.
- 6. Yo no quiero un vaso de agua.
- 7. ¿Quiere usted un vaso de agua?
- 8. ¿Quieren ustedes un vaso de agua?
- 9. ¿Quieres (tú) un vaso de agua?

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. Are you getting a bottle of water? (ask a friend)
- 2. I'm ordering a hamburger.
- 3. They are dying for an ice cream.



Suggestion: Remember that your Spanish doesn't have to be an exact translation of the target sentence. Think outside the box and use the chart below to make yourself understood without being misunderstood. Find synonyms to help you reorganize the English sentences so that you can stay within the limits of your (Spanish) vocabulary.

	Who	1st Verb	What
	I	want	a hamburger
ORK***	they (m./f.)	want	an ice cream a bottle of water
IEW IART	you (informal)	want	
FLEXIBLE FRAM	yo ellos/ellas tú	quiero quieren quieres	una hamburguesa un helado una botella de agua

Reorganized English

- 1. Do you want a bottle of water?
- 2. I want a hamburger.
- 3. They want an ice cream.

- 1. ¿Quieres (tú) una botella de agua?
- 2. Yo quiero una hamburguesa.
- 3. Ellos quieren un helado.

LESSON 5: WANT.

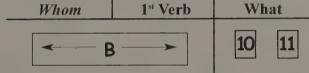
PART FOUR: Preparing Exercise 5.4

FLASH CARD 11

and y

Moving From Words To Sentences by combining Flash Cards B (phrases 3-4), 10 & 11. Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart



Teach Your Tongue To Talk: Exercise 5.4 (Flash Cards B, 10, 11).

This exercise is on Tape 3, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

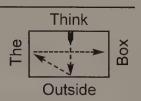
- 1. I would like an ice cream and a glass of milk.
- 2. I'd like an ice cream and a bottle of water.
- 3. I'd like a loaf of bread and a bottle of water.
- 4. Would you like salad or a hamburger?
- 5. Would you like a salad and a glass of milk?
- 6. Would you like a glass of milk or a glass of water?

- 1. Me gustaría un helado y un vaso de leche.
- 2. Me gustaría un helado y una botella de agua.
- 3. Me gustaría un pan y una botella de agua.
- 4. ¿Le gustaría una ensalada o una hamburguesa?
- 5. ¿Le gustaría una ensalada y un vaso de leche?
- 6. ¿Le gustaría un vaso de leche o un vaso de agua?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. How would you request a loaf of bread and a glass of water?
- 2. Ask Mr. Delgado if he'd prefer a hamburger or a salad.
- 3. Ask Mrs. Laredo whether she wants a glass of milk or a glass of water.



Suggestion: Don't try to translate word-for-word. Reorganize your English using the chart below to help you live within your (Spanish) budget.

E 4	Whom	1 st Verb	What	
RAMEWORK 5.4	I you/he/she	would like 'd like	a hamburger a salad a bottle of water	a glass of milk an ice cream a loaf of bread
XIBLE F	Me	gustaría	una hamburguesa una ensalada	un vaso de leche un helado
	Le	gustaría	una botella de agua	un pan

Reorganized English

- 1. I'd like a loaf of bread and a bottle of water.
- 2. Would you like a hamburger or a salad?
- 3. Would you like a glass of milk or a glass of water?

- 1. Me gustaría un pan y una botella de agua.
- 2. ¿Le gustaría una hamburguesa o una ensalada?
- 3. ¿Le gustaría un vaso de leche o un vaso de agua?

- Flash Cards A, B, C, D, E
- Flash Cards 1, 2, 3, 5, 7 & 9

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 5)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who Whom	1st Verb	2nd Verb	Whom/What	When
	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
I he/she/you	like(s)	to speak Spanish to ski to travel		
I he/she/you	would like ('d like)	to walk to play tennis		
he/she you (formal) they (m./f.)	need(s)	to help to answer to telephone to say, to tell to answer	me him her you	
you (plural) you (informal)	can (am, is, are able)	to do, to make to bring to fix, to arrange		
we J	want(s)	to eat to drink to buy	·····it	

This Flexible Framework™ chart summarizes what you will know and be able to say by practicing out loud with the audio cassette tape exercises through Lesson 5. It is a useful tool to help you visualize the connection between the lessons

Flexible FrameworkTM Summary Chart (Lesson 5) Two-Verb Sentences using a conjugated verb followed by an infinitive

Who Whom	1st Verb	2nd Verb	Whom/What	When
	Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
me le me le	gusta gusta gustaría gustaría	hablar español esquiar viajar caminar jugar tenis		
yo él/ella usted ellos/ellas	necesito necesita necesitan necesitas necesitamos puedo puede puede	ayudar contestar telefonear decir preguntar	me le	
ustedes tú nosotros	puedes podemos quiero quiere quieren quieres queremos	traer arreglar	·······lo	

- Flash Cards B, C & E
- Flash Cards 4, 6 & 10

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 5) One-Verb Sentences

Who	Whom	1st Verb	What
	I he/she/you	like(s)	this that
	I he/she/you	would like ('d like)	a lot
			a little .
he/she you (formal) they (m./f.) you (plural) you (informal) we		need(s)	more something nothing (not anything)
my his/her/your/thei daughter sister friend (f.) mother	r son brother friend (m.) father	want(s)	a hamburger an ice cream a salad a loaf of bread a bottle of water a glass of milk

The Flexible Framework™ chart summarizes what you will know and be able to say by practicing out loud with the audio cassette tape exercises through Lesson 5. It is a useful tool to help you visualize the connection between the lessons

Flexible FrameworkTM Summary Chart (Lesson 5) **One-Verb Sentences**

Who	Whom	1st Verb	What
	me le	gusta	esto
	ie	gusta	eso
	me le	gustaría gustaría	mucho
		,	un poco, ∙un poquito
yo	.)	necesito	más
él/ella usted		necesita necesitan	
ellos/ellas		necesitas	algo
ustedes tú		necesitamos	nada
nosotros	>		
		quiero quiere	
mi su		quieren	una hamburguesa un helado
	rmano	quieres	una ensalada un pan una botella de agua un vaso de leche
	nigo apá	queremos	una botella de agua un vaso de leche
		83	



The Verb To Have

In Lesson 6

- ***** Verb Conjugation--tener
- *Talking About What You Have and Don't Have
- *Talking About What You Have to Do

Lesson 6 is on audio-cassette Tape 3, Side B. There are 4 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise on tape. The tape scripts, in Spanish and English, are included in this guide book.

- Exercise 6.1 with Flash Cards F & 12. The tape script is on page 88.
- Exercise 6.2 with Flash Cards F & 13. The tape script is on page 91.
- Exercise 6.3 with Flash Cards F, 6, 7 & 9. The tape script is on page 94.
- Exercise 6.4 with Flash Cards F, 14 & 2. The tape script is on page 96.

By using the tape along with the Flexible FrameworkTM charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

◆ The Flexible Framework[™] summary charts in Spanish and English are on pages 98-101.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 6 fit together and also how they connect to the previous lessons.

LESSON 6: FLASH CARDS_

There are 4 flash cards for Lesson 6.

- Flash Card F (verb conjugation)
- Flash Cards 12, 13 & 14 (vocabulary)

Verb Conjugation	Flash Ca	ard F
1. I 2. you (formal)/he/she 3. you (plural)/they (m./f.) 4. you (informal) 5. we	1. yo 2. usted/él/ella 3. ustedes/ellos/ellas 4. tú 5. nosotros	 tengo tiene tienen tienes tenemos

Vocabulary

Flash	Flash Card 12	
a pen	una pluma	
a card	una tarjeta	
a credit card	una tarjeta de crédito	
a book	un libro	
a pencil	un lápiz	
a paper	un papel	

Vocabulary

Flash Card 13	
a lot of patience	mucha paciencia
a lot of food	mucha comida
a lot of energy	mucha energía
a lot of time	mucho tiempo
a lot of money	mucho dinero
a lot of work	mucho trabajo

Vocabulary

	Flash Card 14
to wait (for)	esperar
to pay (for)	pagar
to get	obtener

Step-By-Step

LESSON 6: HAVE

PART ONE: Preparing Exercise 6.1

FLASH CARD F (Tener/To Have)

1. tengo

2. usted/él/ella

2. tiene

Flash Card F shows the conjugation of the verb tener which means to have.

The pronouns usted, él and ella are grouped together below because they all "trigger" the same verb ending. The ending letter is e because tener has an e immediately preceding the final r.

"YES" STATEMENTS

I have

yo tengo

you (formal) have

usted tiene

he has she has

él tiene ella tiene



Pronunciation Note: The *ie* sound in *tiene* is pronounced like the *ie* in 10 (*diez*).

"No" STATEMENTS

I don't have

yo no tengo

you don't (formal) have

usted no tiene

he doesn't have

él no tiene

she doesn't have

ella no tiene

QUESTIONS (There are 3 ways to ask a question using usted. See page 35 for a detailed explanation.)

Do you have ...?

1. intonation: ¿Usted tiene...?

2. inversion:

¿Tiene usted...?

3. omission:

¿Tiene...?

LESSON 6: HAVE

12 FLASH CARD 12

una pluma a pen una tarjeta* a card

una tarjeta de crédito a credit card

a book un libro un lápiz** a pencil a paper un papel

Pronunciation Note:

*The Spanish letter j is pronounced like an English h, i.e. San José, CA

**The Spanish letter z is usually pronounced like an English s.

In Spanish, there are 2 ways to say a (an). The general rule is:

- Use *una* if the word that follows ends in the letter a.
- Use un if the word that follows doesn't end in the letter a.

Moving From Words To Sentences by combining Flash Cards F & 12. Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you

combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	What
yo usted/él/ella	F	12

Teach Your Tongue To Talk: Exercise 6.1 (Flash Cards F, 12).

This exercise is on Tape 3, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape without looking at this tape script, you are ready to proceed to the next page.

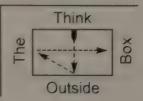
- 1. I have a pencil.
- 2. She has a pencil.
- 3. She has a book.
- 4. He doesn't have a pen.
- 5. I don't have a pen.
- 6. I don't have a paper.
- 7. Do you (formal) have a credit card? (inversion)
- 8. Do you (formal) have your credit card? (inversion)
- 9. Do you (formal) have your book? (inversion)

- 1. Yo tengo un lápiz.
- 2. Ella tiene un lápiz.
- 3. Ella tiene un libro.
- 4. Él no tiene una pluma.
- 5. Yo no tengo una pluma.
- 6. Yo no tengo un papel.
- 7. ¿Tiene usted una tarjeta de crédito?
- 8. ¿Tiene usted su tarjeta de crédito?
- 9. ¿Tiene usted su libro?

By Reorganizing Your English Before You Translate

¿CÓMO SE DICE EN ESPAÑOL? (How do you say it in Spanish?)

- 1. Ask Mr. Ramírez if he has a book.
- 2. Tell the person at the hotel desk that you don't have your credit card.
- 3. Say that you don't have a pen.



Suggestion: Sentences 1 & 3: Reorganize these sentences and say them as though you are actually talking to the people. Sentence 2: Note that my is translated the same way, whether the word that follows is tarjeta (ending in an a) or libro (not ending in an a).

1: -	Who	1º Verb	What	
FRACHEWORN: CHART 6.	you (formal)	have	a my	pen book credit card
EXIBLE FI	yo	tengo	una/un mi	pluma libro
FLE	usted	tiene		tarjeta de crédito

Reorganized English

- 1. Do you have a book?
- 2. I don't have my credit card.
- 3. I don't have a pen.

- 1. ¿Tiene usted un libro?
- 2. Yo no tengo mi tarjeta de crédito.
- 3. Yo no tengo una pluma.

LESSON 6: HAVE

PART TWO: Preparing Exercise 6.2 (Flash Cards F & 9)

FLASH CARD F (Tener/To Have)

3. ustedes/ellos/ellas 3. tienen

4. tienes

The pronouns ustedes, ellos and ellas are grouped together below because they all "trigger" the same verb ending.

"YES" STATEMENTS

you (plural) have stedes tienen they (m.) have ellos tienen they (f.) have ellas tienen

you (informal) have tú tienes

"No" STATEMENTS

you (plural) don't have ustedes no tienen they (m.) don't have ellos no tienen they (f.) don't have ellas no tienen

tú no tienes you (informal) don't have

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say you. See page 35 for detailed explanation.

Do you have ...?

FORMAL PLURAL **INFORMAL** ¿Usted tiene...? ¿Ustedes tienen...? 1. intonation ¿Tú tienes...? ¿Tiene usted...? 2. inversion ¿Tienen ustedes...? ¿Tienes tú...? ¿Tienen...? 3. omission ¿Tiene...? ¿Tienes...?

13 FLASH CARD 13

a lot of patience mucha paciencia a lot of food mucha comida a lot of energy mucha energía

a lot of time mucho tiempo a lot of money mucho dinero a lot of work mucho trabajo

In Spanish, there are 2 ways to say a lot of. The general rule is:

- Use *mucha* if the word that follows ends in the letter a.
- Use *mucho* if the word that follows doesn't end in the letter a.

The word *mucho* also means *a lot* and can be used by itself without any word after it.

Moving From Words To Sentences by combining Flash Cards F & 13.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	What
ustedes/ellos/ellas tú	F	13

Teach Your Tongue To Talk: Exercise 6.2 (Flash Cards F, 13).

This exercise is on Tape 3, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape without looking at this tape script, you are ready to proceed to the next page.

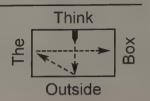
- 1. You (informal) have a lot of work.
- 2. They (f.) have a lot of work.
- 3. They (f.) have a lot of food.
- 4. You (plural) don't have a lot of money.
- 5. They (m.) don't have a lot of money.
- 6. They (m.) don't have a lot of time.
- 7. Do you (plural) have a lot of patience?
- 8. Do you (informal) have a lot of patience?
- 9. Do you (informal) have a lot of energy?

- 1. Tú tienes mucho trabajo.
- 2. Ellas tienen mucho trabajo.
- 3. Ellas tienen mucha comida.
- 4. Ustedes no tienen mucho dinero.
- 5. Ellos no tienen mucho dinero.
- 6. Ellos no tienen mucho tiempo.
- 7. ¿Tienen ustedes mucha paciencia?
- 8. ¿Tienes (tú) mucha paciencia?
- 9. ¿Tienes (tú) mucha energía?

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. Say that you have a lot of work.
- 2. Say that your friend isn't very rich.
- 3. Say that you are in a hurry.



Suggestions: Reorganize these sentences and say them as though you were actually talking to someone. In order to live within your budget, you will need to substitute words from the chart below for the vocabulary you don't yet know.

)RK™ 6.2	Who	1st Verb	What
	I	have	a lot of time
FRAMEW	he/she	has	a lot of money a lot of work
	VO	teng o	mucho tiempo
FLEXIBLE	él/ella	tien e	mucho dinero mucho trabajo

Reorganized English

- 1. I have a lot of work.
- 2. He doesn't have a lot of money.
- 3. I don't have a lot of time.

- 1. Yo tengo mucho trabajo.
- 2. Él no tiene mucho dinero.
- 3. Yo no tengo mucho tiempo.

PART THREE: Preparing Exercise 6.3

FLASH CARD F (Tener/To Have)

5. nosotros 5. tenemos

The verb stem with nosotros is ten. The first letter of the verb ending is e because tener has an e immediately preceding the final r. The last three letters of the verb ending are mos.

"YES" STATEMENTS

we want nosotros tenemos

"No" STATEMENTS

It's O.K. to omit nosotros if you want to shorten the sentence. The verb ending makes it clear that nosotros is the pronoun.

we don't want (nosotros) no tenemos

TO HAVE

FLASH CARD F (Tener/To Have)

The verb tener can be used with a 2nd Verb to talk about actions you have to do and to express obligation.

I have to come back later.

Yo tengo que regresar más tarde.

We have to go tomorrow.

Nosotros tenemos que ir mañana.

The conjugation of tener is the same whether it means have or have to. When a 2nd Verb follows, it is always necessary to add the word que between have to and the infinitive. The word que has no English translation.

Gimmick" to jog your memory

In spoken English, when people talk very fast, they sometimes say "gotta" instead of have to.

I "gotta" come back later. (I have to come back later.)

We "gotta" go tomorrow. (We have to go tomorrow.)

Whenever you use the phrase have to in a way that means "gotta", remember to add an extra word (que). Think of the extra word que as a linking word which connects the 1st Verb to the 2nd Verb.

Yo tengo que regresar más tarde. (I have to come back later.)

Very Important Note: You don't need to add an extra word to make the connections between the 1" and 2" Verbs in Lessons 1-5. This verb is just different.

Moving From Words To Sentences by combining Flash Cards F, 6, 7 & 9.

Use the Flexible Framework[™] chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	What
yo usted/él/ella ustedes/ellos/ellas tú nosotros	F	9	6

Teach Your Tongue To Talk: Exercise 6.3 (Flash Cards F, 6, 7, 9).

This exercise is on Tape 3, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

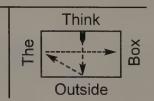
- 1. I have to eat something.
- 2. We have to eat something.
- 3. We have to drink something.
- 4. You (plural) don't have to do that.
- 5. She doesn't have to do that.
- 6. She doesn't have to fix that.
- 7. Do you (formal) have to buy something?
- 8. Do you (informal) have to buy something?
- 9. Do you (informal) have to eat something?

- 1. Yo tengo que comer algo.
- 2. Nosotros tenemos que comer algo.
- 3. Nosotros tenemos *que* tomar algo.
- 4. Ustedes no tienen que hacer eso.
- 5. Ella no tiene que hacer eso.
- 6. Ella no tiene que arreglar eso.
- 7. ¿Usted tiene que comprar algo?
- 8. ¿(tú) Tienes que comprar algo?
- 9. ¿(tú) Tienes que comer algo?

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. We should buy this.
- 2. I must fix that.
- 3. You better eat something.



Suggestions: Your Spanish doesn't have to be a word-for-word translation of the English sentence. Think outside the box and *reorganize* your English to stay within the limits of your (Spanish) vocabulary.

	Who	1 st Verb	2 nd Verb	What
EN	I	have (to)	to eat to buy	something this
0. 6.	you (informal)	have (to)	to fix	that
EW(we	have (to)		
1至二				!
FR	yo	tengo que	comer	algo
14:		. •	comprar	esto
	tú	tien es que	arreglar	eso
FLEXIBLE FRAMEWORK CHART 6.3	nosotros	ten emos que		

Reorganized English

- 1. We have to buy this.
- 2. I have to fix that.
- 3. You have to eat something.

- 1. Nosotros tenemos que comprar esto.
- 2. Yo tengo que arreglar eso.
- 3. Tú tienes que comer algo.

LESSON 6: HAVE TO.

PART FOUR: Preparing Exercise 6.4

14 FLASH CARD 14

These verbs are in the infinitive. In Spanish, the infinitive always ends in the letter r.

to wait (for) esperar
to pay (for) pagar
to get obtener

to wait for it esperarlo to pay for it pagarlo to get it obtenerlo

Note: The word lo means it. The infinitive is connected directly to the word lo. There is no space between the words.

Moving From Words To Sentences by combining Flash Cards F, 14 & 2.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2 nd Verb	When
yo usted/él/ella ustedes/ellos/ellas tú nosotros	F	14	2

Teach Your Tongue To Talk: Exercise 6.4 (Flash Cards F, 14, 2).

This exercise is on Tape 3, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

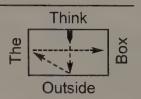
- 1. I have to get it later.
- 2. We have to get it later.
- 3. He has to get it later.
- 4. We don't have to wait for it now.
- 5. You (formal) don't have to wait for it now.
- 6. They (m.) don't have to wait for it now.
- 7. Do you (formal) have to pay for it today?
- 8. Do you (plural) have to pay for it today?
- 9. Do you (informal) have to pay for it today?

- 1. Yo tengo que obtenerlo más tarde.
- 2. Nosotros tenemos que obtenerlo más tarde.
- 3. Él tiene que obtenerlo más tarde.
- 4. (nosotros) No tenemos que esperarlo ahora.
- 5. Usted no tiene que esperarlo ahora.
- 5. Ellos no tienen *que* esperarlo ahora.
- 7. ¿Usted tiene que pagarlo hoy?
- 8. ¿Ustedes tienen que pagarlo hoy?
- 9. ¿(tú) Tienes que pagarlo hoy?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. I've got to pay for it soon.
- 2. They aren't required to get it today.
- 3. Must you wait for it now?



Suggestions: We use many different words in English to express the idea of obligation. However, it isn't necessary to know them all to get started speaking Spanish. You will be understood if you reorganize these sentences and substitute either need or have to.

	Who	1st Verb	2 nd Verb	What	When
EXIBLE FRAMEWORK™ CHART 6.4	you (plural) they (m./f.) you (informal)	have (to) have (to) have (to)	to get 'to wait (for) to pay (for)	it	now today soon
	yo ustedes ellos/ellas	tengo que tien en que	obtener esperar pagar	lo	ahora hoy pronto
	tú	tien es que			

Reorganized English

- 1. I have to pay for it soon.
- 2. They don't have to get it today.
- 3. Do you have to wait for it now?

- 1. Yo tengo que pagarlo pronto.
- 2. Ellos no tienen que obtenerlo hoy.
- 3. ¿Tienes (tú) que esperarlo ahora?

- Flash Cards A, B, C, D, E, F
- Flash Cards 1, 2, 3, 5, 7, 9 & 14

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 6)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who Whon	1st Verb	2nd Verb	Whom/What	When
	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
I he/she/you	like(s)	to speak Spanish to ski to travel		3 3 3 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
I he/she/you	would like ('d like)	to walk to play tennis	77 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 4 6 8 8 8 8
he/she you <i>(formal)</i>	need(s)	to help to answer to telephone to say, to tell to ask	me him her you	
they (m./f.) you (plural)	can (am, is, are able)	to do, to make to bring to fix, to arrange		
you (informal)	want(s)	to eat to drink to buy	it	
we J	have, has (to) "gotta"	to wait (for) to pay (for) to get		

MOVING FROM WORDS TO SENTENCES.....

This Flexible Framework™ chart summarizes what you will know and be able to say by practicing out loud with the audio cassette tape exercises through Lesson 6. It is a useful tool to help you visualize the connection between the lessons.

Flexible FrameworkTM Summary Chart (Lesson 6) Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me	gusta	hablar español	; ; ; ; ;	
	le	gusta	esquiar · · · · · · · · · · · · · · · · · · ·	1 1 1 1 1 1	
	me	gustaría	caminar	1 1 1 1	
	le	gustaría	jugar tenis	1	
yo él/ella		necesito necesita necesitan necesitas necesitamos	ayudar contestar telefonear decir preguntar	me le	
usted ellos/ellas		puedo puede pueden puedes podemos	hacer traer arreglar		
ustedes		quiero quiere quieren quieres queremos	comer tomar comprar	······ lo	
tú		tengo tiene tienen tienes *** que	esperar pagar	•••••	
nosotros		tenemos	obtener J		

MOVING FROM WORDS TO SENTENCES

- Flash Cards B, C, E & F
- Flash Cards 4, 6, 10, 12 & 13

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 6) One-Verb Sentences

Who	Whom	1st Verb	What	
	I he/she/you	like(s)	this	
	•		that	
	I he/she/you	would like ('d like)	a lot	
I			a little	
he/she you (formal)		need(s)	more	
they (m./f.) you (plural)			something	
you (informal)			nothing (not anything	g)
we		want(s)	a hamburger a salad a bottle of water	an ice cream a glass of milk a loaf of bread
my his/her/your/the	ir		a pen a card	a book a pencil
daughter	son		a credit card	a paper
sister friend (f.) mother	brother friend (m.) father	has/have	a lot of patience a lot of food a lot of energy	a lot of time a lot of money a lot of work

MOVING FROM WORDS TO SENTENCES....

The Flexible Framework™ chart summarizes what you will know and be able to say by practicing out loud with the audio cassette tape exercises through Lesson 6. It is a useful tool to help you visualize the connection between the lessons.

Flexible FrameworkTM Summary Chart (Lesson 6) **One-Verb Sentences**

Who	Whom	1st Verb	What	
	me le	gusta gusta	esto	
	me le	gustaría gustaría	eso	
yo)	necesito	un poco, un poquito	
él/ella usted		necesita necesitan	más	
ellos/ellas		necesitas necesitamos	algo	
ustedes tú			nada	
nosotros		quiero quiere quieren quieres queremos	una ensalada u	n helado n pan n vaso de leche
mi su		tengo	una pluma una tarjeta una tarjeta de crédito	un libro un lápiz un papel
hija hermana amiga mamá	hijo hermano amigo papá	tiene tienen tienes tenemos	mucha paciencia mucha comida mucha energía	mucho tiempo mucho dinero mucho trabajo



The Verb To Go

In Lesson 7

- Verb Conjugation--ir
- **•** Talking About the Future
- *Four Ways to Say "the"

Lesson 7 is on audio-cassette Tape 4, Side A. There are 4 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise on tape. The tape scripts, in Spanish and English, are included in this guide book.

- Exercise 7.1 with Flash Cards 6 & 15. The tape script is on page 107.
- Exercise 7.2 with Flash Cards 6, 7, 15 & 16. The tape script is on page 110.
- Exercise 7.3 with Flash Cards G, 1, 17 & 2. The tape script is on page 113.
- Exercise 7.4 with Flash Cards G, 18 & 2. The tape script is on page 115.

By using the tape along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

The Flexible Framework™ summary charts in Spanish and English are on pages 117-120.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 7 fit together and also how they connect to the previous lessons.

LESSON 7: FLASH CARDS_

There are 5 flash cards for Lesson 7.

- Flash Card G (verb conjugation)
- Flash Cards 15, 16, 17 & 18 (vocabulary)

Verb Conjugation Flash Card G 1. voy 1. I 1. yo 2. usted/él/ella 2. you (formal) / he / she 2. va 3. you (plural) / they (m./f.) 3. ustedes/ellos/ellas 3. van 4. tú 4. you (informal) 4. vas 5. vamos 5. we 5. nosotros

Vocabulary

Monday lunes Tuesday martes Wednesday miércole Thursday jueves	Flash Card 15				
Friday viernes Saturday sábado Sunday domingo	;				

Vocabulary

Flash Card 16				
the woman the girl the child (f.) the teacher (f.)	la mujer la chica la niña la maestra			
the man the boy the child (m.) the teacher (m.)	el hombre el chico el niño el maestro			

Vocabulary

Flash Card 17				
the women the girls the children (f.) the teachers (f.)	las mujeres las chicas las niñas las maestras			
the men the boys the children (m.) the teachers (m.)	los hombres los chicos los niños los maestros			

Vocabulary

Flash Card 18			
to leave, to exit	salir		
to arrive	llegar		
to rest	descansar		

PART ONE: Preparing Exercise 7.1

FLASH CARD 6 (Ir/To Go)

Flash Card 6 shows the conjugation of the verb ir which means to go. This verb is weird, but not hard. The verb ir is conjugated as if the letter r were preceded by an a. The first letter of the conjugated verb is v.

"YES" STATEMENTS

1. I am going

1. yo voy

2. you (formal) are going he is going she is going

2. usted va él v<u>a</u> ella va

3. you (plural) are going they (m.) are going they (f.) are going

3. sustedes van ellos van ellas v<u>an</u>

4. you (informal) are going 4. tú vas

5. we are going

5. nosotros vamos

"No" STATEMENTS

I am not going

yo no voy

you (formal) are not going he is not going she is not going

usted no va él no va ella no va

you (plural) are not going they (m.) are not going they (f.) are not going

ustedes no van ellos no van ellas no van

you (informal) are not going

tú no vas

we are not going

nosotros no vamos

"Gimmicks" to jog your memory voy sounds like boy.

Pronunciation Note:

When the letter v begins a Spanish word, it is often pronounced like an English b.

Lesson 7: Go _

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say you.

Are you going...?

	FORMAL	PLURAL	INFORMAL
1. intonation	¿Usted va?	¿Ustedes van?	¿Tú vas?
2. inversion	¿Va usted?	¿Van ustedes?	¿Vas tú?
3. omission	¿Va?	¿Van?	¿Vas?

15 FLASH CARD 15

Flash Card 15 shows the days of the week. In Spanish, the days are not capitalized unless they begin the sentence. In a sentence, *el* generally precedes the name of the day. Although *el* usually means *the*, it is translated as *on* before a day of the week.

Monday	lunes	on Monday	el lunes
Tuesday	martes	on Tuesday	el martes
Wednesday	miércoles	on Wednesday	el miércoles
Thursday	jueves	on Thursday	el jueves
Friday	viernes	on Friday	el viernes
Saturday	sábado	on Saturday	, el sábado
Sunday	domingo	on Sunday	el domingo

Moving From Words To Sentences by combining Flash Cards 6 & 15.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	What
yo usted/él/ella ustedes/ellos/ellas tú nosotros	6	15

Teach Your Tongue To Talk: Exercise 7.1 (Flash Cards G, 15).

This exercise is on Tape 4, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

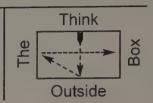
- 1. We are going on Monday.
- 2. We are going on Tuesday.
- 3. They (m.) are going on Tuesday.
- 4. I'm not going on Thursday.
- 5. I'm not going on Saturday.
- 6. She isn't going on Saturday.
- 7. Are you (formal) going on Sunday?
- 8. Are you (plural) going on Sunday?
- 9. Are you (informal) going on Sunday?

- 1. Nosotros vamos el lunes.
- 2. Nosotros vamos el martes.
- 3. Ellos van el martes.
- 4. Yo no voy el jueves.
- 5. Yo no voy el sábado.
- 6. Ella no va el sábado.
- 7. ¿Va usted el domingo?
- 8. ¿Van ustedes el domingo?
- 9. ¿Vas (tú) el domingo?

By Reorganizing Your English Before You Translate

¿Cóмо se dice en español? (How do you say it in Spanish?)

- 1. Ask Mr. Chavez if he is going Monday.
- 2. Say that you aren't going Sunday.
- 3. Say that we won't go Saturday.



Suggestions: Start out by saying each sentence as you would if you were actually speaking to someone. Remember that Spanish uses one word (voy, va, vamos) where English uses 2 words (am going, is going, are going). Don't try to translate the sentences word-for-word. Use the chart below to help you think outside the box.

	Who .	1 st Verb	When
	I	am going	on Monday
		9 5 5 6 6	on Tuesday
	you (formal)	are going	on Wednesday
			on Thursday
	we	are going	on Friday
			on Saturday
			on Sunday
10 1			1
> ~	yo	v oy	el lunes
			el martes
	usted	va	el miércoles
— (°			el jueves
BL:	nosotros	vamos	el viernes
LEXIBLE FRAME CH.			el sábado
□ :			el domingo

Reorganized English.

- 1. Are you going on Monday?
- 2. I am not going on Sunday.
- 3. We aren't going on Saturday.

- 1. ¿Va usted el lunes?
- 2. Yo no voy el domingo.
- 3. Nosotros no vamos el sábado.

PART TWO: Preparing Exercise 7.2

FLASH CARD 16

the woman la mujer the girl la chica the child (f.) la niña the teacher (f.) la maestra

the man el hombre the boy el chico the child (m.) el niño the teacher (m.) el maestro

In Spanish, there are several ways to say the. In general, you should:

- Use la if the word that follows ends in the letter a.
- Use el if the word that follows does not end in the letter a.

TALKING ABOUT THE FUTURE

FLASH CARD 6 (Ir/To Go)

The verb ir can be used with a 2^{nd} Verb to talk about actions that will happen in the future.

- She is going to call you later. Ella va a telefonearle más tarde.
- I am going to tell him tomorrow. Yo voy a decirle mañana.

The conjugation of ir is the same whether it means going or going to. When a 2nd Verb follows going, it is always necessary to add the word a between going to and the infinitive. The word a has no English translation.

"Gimmick" to jog your memory

In spoken English, when people talk very fast, they sometimes say "gonna" instead of going to.

I'm "gonna" do it later.

(I'm going to do it later.)

We're "gonna" come back tomorrow. (We're going to come back tomorrow.)

Whenever you use the phrase going to in a way that means "gonna", remember to add an extra word (a). Think of the extra word a as a linking word which connects the 1st Verb to the 2nd Verb.

Yo voy a hacerlo más tarde.

(I'm "gonna" do it later.)

Nosotros vamos a regresar mañana. (We're "gonna" come back tomorrow.)

If you can substitute the word "gonna" or "gotta" in your sentence, you must remember to add a linking word between the 1st Verb and the 2nd Verb. The extra word which is used to connect the 1st and 2nd Verbs is different for "gonna" and "gotta", but they each need that extra word.

Very Important Note: You don't need to add an extra word to make the connections between the 1st and 2nd Verbs in Lessons 1-5. The verb going to is like the verb have to (Lesson 6). They both add an extra connecting word before the 2nd Verb.

LESSON 7: TALKING ABOUT THE FUTURE.

Moving From Words To Sentences by combining Flash Cards 6, 7, 15 & 16.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	What	When
16*	G	7	lo	15

*Note: The vocabulary of Flash Card 16 uses the same conjugation as the Who words él and ella.

Teach Your Tongue To Talk: Exercise 7.2 (Flash Cards 6, 7, 15 & 16).

This exercise is on Tape 4, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

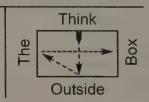
- 1. The man is going to arrange it on Wednesday.
- 2. The woman is going to arrange it on Wednesday.
- 3. The teacher (f.) is going to arrange it on Wednesday.
- 4. The child (m.) is going to bring it on Friday.
- 5. The girl is going to bring it on Friday.
- 6. The boy is going to bring it on Friday.

- 1. El hombre va a arreglarlo el miércoles.
- 2. La mujer va a arreglarlo el miércoles.
- 3. La maestra va a arreglarlo el miércoles.
- 4. El niño va a traerlo el viernes.
- 5. La chica va *a* traerlo el viernes.
- 6. El chico va a traerlo el viernes.

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. Say that the child will make the puppet Thursday.
- 2. Say that the man will fix the leaky pipe Friday.
- 3. Say that the woman will bring the juice Wednesday.



Suggestions: There are quite a few words in these sentences that you don't yet know in Spanish, but that should not prevent you from speaking. Even though you don't know how to say "will", you do know a 1st Verb that can act as a synonym. You can use the words "this" or "it" to substitute for a wide variety of vocabulary words you don't yet know.

	Who	1st Verb	2 nd Verb	What	When
3K ^m 7.2	the man the child (m.) the woman	is going (to)	to bring to fix, to arrange to do, to make	it	on Monday on Tuesday on Wednesday on Thursday on Friday on Saturday on Sunday
FLEXIBLE FRAMEWORK	el hombre el niño la mujer	va a	traer arreglar hacer	lo	el lunes el martes el miércoles el jueves el viernes el sábado el domingo

Reorganized English

- 1. The child is going to make it on Thursday.
- 2. The man is going to fix it on Friday.
- 3. The woman is going to bring it on Wednesday.

- 1. El niño va a hacerlo el jueves.
- 2. El hombre va a arreglarlo el viernes.
- 3. La mujer va a traerlo el miércoles.

LESSON 7: TALKING ABOUT THE FUTURE.

PART TWO: Preparing Exercise 7.2

17 FLASH CARD 17

the women las mujeres*
the girls las chicas

the children (f.) las niñas

the teachers (f.) las maestras

the men los hombres
the boys los chicos
the children (m.) los niños
the teachers (m.) los maestros

"Gimmick" to jog your memory

The last syllable of *mujeres* (res) is pronounced something like the English word race. A lot of women (mujeres) run in the Susan G. Komen "Race for the Cure." It's a "mujer race" for women (mujeres).

In Spanish, there are several ways to say the. In general*, you should:

- Use *las* if the word that follows ends in the letters *as*.
- Use los if the word that follows does not end in the letters as.

*Note: The plural of *mujeres* is irregular. Even though *mujeres* ends in *es*, you should still use *las* (not *los*) to mean *the*.

Moving From Words To Sentences by combining Flash Cards 6, 1, 2 & 17.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible FrameworkTM Chart

Who	1st Verb	2nd Verb	When
17	G	1	2

*Note: The vocabulary of Flash Card 17 "triggers" the same verb conjugation as the Who words *ellos* and *ellas*.

LESSON 7: TALKING ABOUT THE FUTURE

Teach Your Tongue To Talk: Exercise 7.3 (Flash Cards G, 1, 2, 17).

This exercise is on Tape 4, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

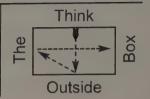
- 1. The children (m. & f.) are going to go tomorrow.
- 2. The teachers (m. & f.) are going to go tomorrow.
- 3. The boys are going to go tomorrow.
- 4. The women are going to work now.
- 5. The girls are going to work now.
- 6. The men are going to work now.
- 7. The girls are going to come back soon.
- 8. The girls are going to begin soon.
- 9. The children (m. & f.) are going to begin soon.

- 1. Los niños van a ir mañana.
- 2. Los maestros van *a* ir mañana.
- 3. Los chicos van a ir mañana.
- 4. Las mujeres van a trabajar ahora.
- 5. Las chicas van a trabajar ahora.
- 6. Los hombres van *a* trabajar ahora.
- 7. Las chicas van *a* regresar pronto.
- 8. Las chicas van a comenzar pronto.
- 9. Los niños van a comenzar pronto.

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. The women will play tennis tomorrow.
- 2. The men will return later.
- 3. The teachers will work today.



Suggestions: Even though "will" doesn't have precisely the same meaning as "going to", it's close enough to use the words interchangeably.

	Who	1st Verb	2 nd Verb	When
FRAMEWORK	the women the men the teachers (m.)	are going (to)	to work to play tennis to return, to come back	later today tomorrow
FLEXIBLE FR	las mujeres los hombres los maestros	v an <i>a</i>	trabajar jugar tenis regresar	más tarde hoy mañana

Reorganized English

- 1. The women are going to play tennis tomorrow. 1. Las mujeres van a jugar tenis mañana.
- 2. The men are going to come back later.
- 3. The teachers are going to work today.

- 2. Los hombres van a regresar más tarde.
- 3. Los maestros van a trabajar hoy.

PART FOUR: Preparing Exercise 7.4

18 FLASH CARD 18

These verbs are in the infinitive. In Spanish, the infinitive always ends in the letter r.

to leave, to exit

salir

to arrive

llegar

to rest

descansar

Moving From Words To Sentences by combining Flash Cards 6, 2 & 18.

Use the Flexible Framework^{IM} chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	When
yo usted/él/ella ustedes/ellos/ellas tú nosotros	6	18	2

Teach Your Tongue To Talk: Exercise 7.4 (Flash Cards 6, 2, 18).

This exercise is on Tape 4, Side A. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

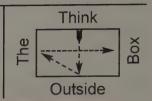
- 1. He is going to arrive later.
- 2. They (m.) are going to arrive later.
- 3. I'm going to arrive later.
- 4. We aren't going to rest now.
- 5. They (m.) aren't going to rest now.
- 6. I'm not going to rest now.
- 7. Are you (formal) going to leave soon?
- 8. Are you (informal) going to leave soon?
- 9. Are you (plural) going to leave soon?

- 1. Él va a llegar más tarde.
- 2. Ellos van a llegar más tarde.
- 3. Yo voy a llegar más tarde.
- 4. (nosotros) No vamos *a* descansar ahora.
- 5. Ellos no van *a* descansar ahora.
- 6. Yo no voy a descansar ahora.
- 7. ¿Va usted a salir pronto?
- 8. ¿Vas (tú) a salir pronto?
- 9. ¿Van ustedes a salir pronto?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. He will take a nap later.
- 2. I leave soon.
- 3. They will be here tomorrow.



Suggestions: Sentences 1 & 3: You can't translate these sentences word-for-word because you don't yet know all the vocabulary. Use the chart below to help you think outside the box and still convey your meaning. Sentence 2: The 1st Verb in a sentence must always be conjugated. Leave is the only verb in this sentence and you have not yet learned how to conjugate it. If you reorganize this sentence and add a 1st Verb, to leave will become the 2nd Verb. Then it can stay in the infinitive.

Т		Who	1st Verb	2 nd Verb	When
۱		I	am going (to)	to leave, to exit	later
ORK	7.4	he	is going (to)	to arrive to rest	tomorrow
	- M	they (m.)	are going (to)		
FRAME		уо	v oy a	salir	más tarde
FXIRI F		él	v a <i>a</i>	llegar descansar	pronto mañana
F		ellos	v an <i>a</i>		

Reorganized English

- 1. He is going to rest later.
- 2. I am going to leave soon.
- 3. They are going to arrive tomorrow.

- 1. Él va a descansar más tarde.
- 2. Yo voy *a* salir pronto.
- 3. Ellos van a llegar mañana.

MOVING FROM WORDS TO SENTENCES....

- Flash Cards A, B, C, D, E, F, G
- Flash Cards 1, 2, 3, 5, 7, 9, 14, 15 & 18

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 7)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
he/sh	I e/you	like(s)	to speak Spanish to ski to travel		
he/sh	e/you	would like ('d like)	to walk to play tennis		
l he/she		need(s)	to help to answer to telephone to say, to tell to ask	me him her you	
you (formal)	ı	can (am, is, are able)	to do, to make to bring to fix, to arrange	• •	
they (m./f.) you (plural)		want(s)	to eat to drink to buy	it	
you (informa	1)	have, has (to) "gotta"	to wait (for) to pay (for) to get		
we		am, is, are going (to) "gonna"	to leave, to exit to arrive to rest		Monday Tuesday Wednesda Thursday Friday Saturday Sunday

MOVING FROM WORDS TO SENTENCES.....

Flexible FrameworkTM Summary Chart (Lesson 7) Two-Verb Sentences using a conjugated verb followed by an infinitive

Who W	hom	1st Verb	2nd Verb	Whom/What	When
		Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me le me le	gusta gusta gustaría gustaría	hablar español esquiar viajar caminar jugar tenis		
yo		necesito necesita necesitan necesitas necesitamos	ayudar contestar telefonear decir	me le	
él/ella usted		puedo puede pueden puedes podemos	hacer traer arreglar		
ellos/ellas ustedes	>	quiero quiere quieren quieres queremos	comer tomar comprar	••••••••••••••••••••••••••••••••••••••	
ú		tengo tiene tienen tienes tenemos *** que tienes tenemos	esperar pagar obtener		
nosotros		voy va van vas vamos \right\rightarrow a	salir llegar descansar		lunes martes miércoles jueves
					viernes sábado doming

MOVING FROM WORDS TO SENTENCES....

- Flash Cards B, C, E & F
- Flash Cards 4, 6, 10, 12, 13, 16 & 17

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible FrameworkTM Summary Chart (Lesson 7) **One-Verb Sentences**

Who	Whom	1st Verb	What	
	I he/she/you	like(s)	this	
	I		that	
	he/she/you	would like ('d like)	a lot	
I he/she)	,	a little	
you (formal)		need(s)	more	
they (m./f.) you (plural)			something	
you (informal) we			nothing (not anything)	
my his/her/your/their daughter sister friend (f.) mother the woman girl	son brother friend (m.) father man boy	want(s)	a salad a bottle of water a pen a card	an ice cream a loaf of bread a glass of milk a book a pencil
child (f.) teacher (f.)	child (m.) teacher (m.)		a credit card	a paper
	men boys children (m.) teachers (m.)	has/have	a lot of food	a lot of time a lot of money a lot of work

MOVING FROM WORDS TO SENTENCES.....

The Flexible Framework[™] chart summarizes what you will know and be able to say by practicing out loud with the audio cassette tape exercises through Lesson 7. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 7) One-Verb Sentences

		one verb ser	
Who	Whom	1st Verb	What
	me le	gusta gusta	esto
	me le	gustaría gustaría	mucho
yo él/ella usted ellos/ellas ustedes tú nosotros		necesito necesita necesitan necesitas necesitamos	un poco, un poquito más algo nada
mi su hija hermana amiga mamá	hijo hermano amigo papá	quiero quiere quieren quieres queremos	una hamburguesa un helado una ensalada un pan una botella de agua un vaso de leche
la mujer la chica la niña la maestra las mujeres las chicas las niñas las maestras	el hombre el chico el niño el maestro los hombres los chicos los niños los maestros	tengo tiene tienen tienes tenemos	una pluma un libro una tarjeta un lápiz una tarjeta de crédito un papel mucha paciencia mucho tiempo mucha comida mucho dinero mucha energía mucho trabajo

To Know

In Lesson 8

- Verb Conjugation: Saber
- Talking About the Past

Lesson 8 is on audio cassette Tape 4, Side B. There are 6 exercises on the tape to help you to "teach your tongue to talk." The lesson is divided into 6 parts. Each part helps you to prepare for the next exercise on the tape.

The tape scripts, in Spanish and English, are included in this guide book.

SECTION I: To Know

- Exercise 8.1 with Flash Cards H, 3 & 19. The tape script is on page 124.
- Exercise 8.2 with Flash Cards H & 20. The tape script is on page 126. (also combining vocabulary from Flash Cards C, E, G, 1, 5, 7, 9 & 14.)

SECTION II: Talking About the Past

- Exercise 8.3 combining Flash Cards 1, 3, 5, 14 & 19. The tape script is on page 130.
- Exercise 8.4 combining Flash Cards 1, 9, 18 & 19. The tape script is on page 132.
- Exercise 8.5 combining Flash Cards 5, 7, 9, 14 & 19. The tape script is on page 133.
- Exercise 8.6 combining Flash Cards 3, 5, 7, 19 & 20. The tape script is on page 135.

By using the tape along with the Flexible FrameworkTM charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

 The Flexible Framework™ summary charts in Spanish and English are on pages 127-128 and 136-137.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 6 parts of Lesson 8 fit together and also how they connect to the previous lessons.

LESSON 8: FLASH CARDS_

There are 3 flash cards for Lesson 8.

- Flash Card H (verb conjugation)
- Flash Cards 19 & 20 (vocabulary)

Verb Conjugation Flash Card H 1. sé 1. yo 2. usted/él/ella 2. you (formal) / he / she 2. sabe 3. you (plural) / they (m./f.) 3. ustedes/ellos/ellas 3. saben 4. you (informal) 4. tú 4. sabes 5. we 5. sabemos 5. nosotros

Vocabulary

Flash Card 19				
to read	leer			
to write	escribir			
to translate	traducir			
to explain	explicar			

Vocabulary

Flash Card 20				
who when where what	quién cuándo dónde qué			

Section I

PART ONE: Preparing Exercise 8.1

H FLASH CARD H (Saber/To Know)

Flash Card H shows the conjugation of the verb *saber* which means *to know*. Saber can also mean *to know how*. (See note on page 124.) The verb ending for *usted* ($\acute{e}l$, \emph{ella}) is \emph{e} because \emph{saber} has an \emph{e} immediately preceding the final \emph{r} .

"YES" STATEMENTS

1. I know (how)

1. yo s<u>é</u>*

*Note: The é in sé sounds like the e in 3 (tres).

- 2. you (formal) know (how) he knows (how) she knows (how)
- 2. $\begin{cases} \text{usted sab}\underline{e} \\ \text{él sab}\underline{e} \\ \text{ella sab}\underline{e} \end{cases}$
- 3. \[\sqrt{you (plural) know (how)} \] they (m.) know (how) they (f.) know (how)
- 3. \begin{cases} \text{ustedes saben} \\ \text{ellos saben} \\ \text{ellas saben} \end{cases}
- 4. you (informal) know (how)
- 4. tú sabes
- 5. we know (how)
- 5. nosotros sabemos

"NO" STATEMENTS

I don't know (how)

(yo) no sé*

*Note: It's O.K. to say no sé without the yo.

you (formal) don't know (how) he doesn't know (how) she doesn't know (how) usted no sabe él no sabe ella no sabe

you (plural) don't know (how) they (m.) don't know (how) they (f.) don't know (how) ustedes no saben ellos no saben ellas no saben

you (informal) don't know (how)

tú no sabes

we don't know (how)

nosotros no sabemos

OUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say you.

Do you know (how)...?

FORMAL

1. intonation

2. inversion

2. invision

3. omission

FORMAL

2. Usted sabe...?

3. Sabe usted...?

4. Sabe usteds...?

4. Saben ustedes...?

5. Sabes tú...?

5. Sabes...?

5. Sabes...?

LESSON 8: KNOW_

19 FLASH CARD 19

These verbs are in the infinitive. In Spanish, the infinitive always ends in the letter r.

to read	leer	to read it	leerlo
to write	escribir	to write it	escribirlo
to translate	traducir	to translate it	traducirlo
to explain	explicar	to explain it	explicarlo

Note: The word *lo* means *it*. The infinitive is connected directly to the word *lo*. There is no space between the words.

Moving From Words To Sentences by combining Flash Cards H, 3 & 19.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who .	1st Verb	2 nd Verb	What
yo usted/él/ella ustedes/ellos/ellas tú nosotros	H	19	lo

Teach Your Tongue To Talk: Exercise 8.1 (Flash Cards H, 3, 19).

This exercise is on Tape 4, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. We know how to speak Spanish.
- 2. We know how to read Spanish.
- 3. They (f.) know how to read Spanish.
- 4. I don't know how to translate it.
- 5. I don't know how to explain it.
- 6. He doesn't know how to explain it.
- 7. Do you (formal) know how to translate this?
- 8. Do you (plural) know how to translate this?
- 9. Do you (informal) know how to translate this?

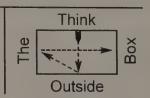
- 1. Nosotros sabemos* hablar español.
- 2. Nosotros sabemos leer español.
- 3. Ellas saben leer español.
- 4. Yo no sé traducirlo.
- 5. Yo no sé explicarlo.
- 6. Él no sabe explicarlo.
- 7. ¿Sabe usted traducir esto?
- 8. ¿Saben ustedes traducir esto?
- 9. ¿Sabes (tú) traducir esto?

*Note: When *saber* is followed by an infinitive it means *to know how*. In these sentences, there is no separate word for *how* in Spanish.

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. We speak Spanish a little.
- 2. He doesn't write Spanish.
- 3. Tell someone that you don't know how to explain the situation in Spanish.



Suggestions: Sentences 1 & 2: The 1st Verb in the sentence must always be conjugated. You haven't yet learned how to conjugate speak and write. If you reorganize these sentences and add a 1st Verb, to speak and to write will each become a 2nd Verb. A 2nd Verb is always in the infinitive.

Sentence 3: Say the sentence as if you were actually speaking to someone. Use the chart below to help you think outside the box and substitute a synonym for the word you don't yet know.

1	Who	1st Verb	2 nd Verb	What
	I	know (how)	to speak Spanish	
₌	he/she	knows (how)	to write to explain	it
J S W		know (how)		
EWC IART	we	know (now)		
	yo	s é	hablar español	
二二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二	él/ella	sab e	escribir explicar	lo
FLEXIBLE FRAMEWORK	nosotros	sab emos		

Reorganized English.

- 1. We know how to speak Spanish a little.
- 2. He doesn't know how to write Spanish.
- 3. I don't know how to explain it in Spanish.

- 1. Nosotros sabemos hablar español un poquito.
- 2. Él no sabe escribir español.
- 3. (yo) No sé explicarlo en español.

PART TWO: Preparing Exercise 8.2

20 FLASH CARD 20

who when

quién

where

cuándo dónde

what

qué

Teach Your Tongue To Talk: Exercise 8.2 (Flash Cards H, 20) (also combining vocabulary from Flash Cards C, E, G, 1, 5, 7, 9, 14)

This exercise is on Tape 4, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. I don't know when I'm going to return.
- 2. I don't know when I'm going to go.
- 3. He doesn't know who is going to help you.
- 4. He doesn't know who is going to bring it.
- 5. We don't know where to buy it.
- 6. We don't know where to get it.
- 7. I don't know what he wants.
- 8. I don't know what he needs.

- 1. (yo) No sé cuándo (yo) voy a regresar.
- 2. (yo) No sé cuándo (yo) voy a ir.
- 3. Él no sabe quién va a ayudarle.
- 4. Él no sabe quién va a traerlo.
- 5. (nosotros) No sabemos dónde comprarlo.
- 6. (nosotros) No sabemos dónde obtenerlo.
- 7. (yo) No sé qué quiere (él).
- 8. (yo) No sé qué necesita (él).

MOVING FROM WORDS TO SENTENCES

- + Flash Cards A, B, C, D, E, F, G, H
- Flash Cards 1, 2, 3, 5, 7, 9, 14, 15, 18 & 19

This chart summarizes the sentence combinations with the 1st and 2nd Verbs you have learned.

Flexible FrameworkTM Summary Chart (Lesson 8) Two-Verb Sentences using a conjugated verb followed by an infinitive

Who Whom	1st Verb	2nd Verb	Whom/What	When
	It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
I he/she/you	like(s)	to speak Spanish to ski to travel		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
I he/she/you	would like ('d like)	to walk to play tennis		! ! ! ! ! ! ! !
I he/she	need(s)	to help to answer to telephone to say, to tell to ask	me him her you	
you (formal)	can (am, is, are able)	to do, to make to bring to fix, to arrange		
they (m./f.) you (plural)	want(s)	to eat to drink to buy	it	
	have, has (to) "gotta"	to wait (for) to pay (for) to get	****	
you (informal)	am, is, are going (to) "gonna"	to leave, to exit to arrive to rest		Monday Tuesday Wednesday
we J	know(s) (how)	to explain to translate to read to write		Thursday Friday Saturday Sunday

MOVING FROM WORDS TO SENTENCES.....

The Flexible Framework[™] chart below summarizes what you will know and be able to say by practicing *out loud* with the audio cassette tape exercises through Lesson 8. It is a useful tool to help you visualize the connection between the lessons.

Flexible FrameworkTM Summary Chart (Lesson 8) Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb Who	m/What	When
		Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me le me	gusta gusta gustaría	hablar español esquiar viajar caminar		
	le	gustaría	jugar tenis		
yo		necesito necesita necesitan necesitas necesitamos	ayudar contestar telefonear decir		
		puedo puede	preguntar		
él/ella		pueden	hacer]		
usted		puedes podemos	traerarreglar		
		quiero quiere quieren quieres	comer tomar	·· lo	1 1 2 2 2 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
ellos/ellas	0 0 0 0 0 0	queremos	comprar J		
ustedes		tengo tiene tienen tienes tenemos **The description of the properties of the proper	esperar pagar obtener	·*	
tú		voy va van vas vamos	salir llegar descansar		lunes martes miércoles
	2 2 2 3 1 1 1 1 1 1 1	sé sabe saben	explicar traducir		jueves viernes sábado
nosotros		sabes sabemos	leer escribir		domingo

Section II: Talking About the Past

In Spanish, there are several ways to talk about what happenend in the *past*, depending on your meaning. Four of the 1st Verbs you have already learned in the *present tense* are easy to use to talk about the *past*.

These four 1st Verbs have a common stem and ending with yo, él, ella and usted

- podía (poder)
- quería (querer)
- tenía (tener) que
- sabía (saber)

PART THREE: Preparing Exercise 8.3

"YES" STATEMENTS with poder in the past

I could (I was able to)
you could (you were able to)
he could (he was able to)
she could (she was able to)
yo podía
usted podía
él podía
ella podía

"No" STATEMENTS

I couldn't (I wasn't able to)
you couldn't (you weren't able to)
he couldn't (he wasn't able to)
she couldn't (she wasn't able to)
yo no podía
usted no podía
él no podía
ella no podía

OUESTIONS (There are 3 ways to ask a question using usted. See page 35 for detailed explanation.)

Were you able to ...?

1. intonation:

¿Usted podía...?

2. inversion:

¿Podía usted...?

3. omission:

¿Podía...?

Moving From Words To Sentences by combining Flash Cards 1, 3, 5, 14 & 19. Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb	Whom
yo usted él ella	podía	1 3 5 14 19	me le

LESSON 8: TALKING ABOUT THE PAST.

Teach Your Tongue To Talk: Exercise 8.3 (with podía and Flash Cards 1, 3, 5, 14, 19).

This exercise is on Tape 4, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

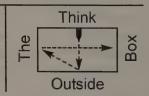
- 1. I couldn't help her.
- 2. I couldn't ask her.
- 3. I couldn't talk to her.
- 4. She couldn't wait for me.
- 5. She couldn't tell me.
- 6. She couldn't call me.
- 7. Were you able to explain it?
- 8. Were you able to play tennis?
- 9. Were you able to finish it?

- 1. Yo no podía ayudarle.
- 2. Yo no podía preguntarle.
- 3. Yo no podía hablarle.
- 4. Ella no podía esperarme.
- 5. Ella no podía decirme.
- 6. Ella no podía telefonearme.
- 7. ¿Podía usted explicarlo?
- 8. ¿Podía usted jugar tenis?
- 9. ¿Podía usted terminarlo?

By Reorganizing Your English Before You Translate

¿Cómo se dice en español? (How do you say it in Spanish?)

- 1. I helped him.
- 2. He finished it.
- 3. Did you play tennis?



Suggestions: You don't yet know how to translate these sentences word-for-word. But, if you think outside the box and *reorganize* them by adding a 1st Verb, you will be able to communicate without changing the meaning of the sentences too much. Use the chart below to help you talk about the *past* within your (Spanish) *budget*.

	Who	1st Verb	2 nd Verb	Whom/What
FLEXIBLE FRAMEWORK	he/she	was/were able	to help to finish to play tennis	<i>him</i> it
	yo él/ella usted	podía	ayudar terminar jugar tenis	le lo

Reorganized English.

- 1. I was able to help him.
- 2. He was able to finish it.
- 3. Were you able to play tennis?

- 1. Yo podía ayudarle.
- 2. Él podía terminarlo.
- 3. ¿Podía usted jugar tenis?

LESSON 8: TALKING ABOUT THE PAST_

PART FOUR: Preparing Exercise 8.4

"YES" STATEMENTS with querer in the past

I wanted yo quería you wanted usted quería he wanted él quería she wanted ella quería

"No" STATEMENTS

I didn't want yo no quería you didn't want usted no quería he didn't want she didn't want ella no quería

QUESTIONS

Did you want...?

1. intonation: ¿Usted quería...?

2. inversion: ¿Quería usted...?

3. omission: ¿Quería...?

Moving From Words To Sentences by combining quería and Flash Cards 1, 9, 18 & 19.

Use the Flexible Framework[™] chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb
yo usted él ella	quería	1 9 18 19

Teach Your Tongue To Talk: Exercise 8.4 (with quería and Flash Cards 1, 9, 18, 19).

This exercise is on Tape 4, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. I wanted to rest.
- 2. I wanted to leave.
- 3. I wanted to eat.
- 4. He didn't want to translate it.
- 5. He didn't want to come back.
- 6. He didn't want to buy it.

- 1. Yo quería descansar.
- 2. Yo quería salir.
- 3. Yo quería comer.
- 4. Él no quería traducirlo.
- 5. Él no quería regresar.
- 6. Él no quería comprarlo.

PART FIVE: Preparing Exercise 8.5

"YES" STATEMENTS with tener que in the past

I had (to)
yo tenía que...
you had (to)
he had (to)
she had (to)

"No" STATEMENTS

I didn't have (to)
you didn't have (to)
he didn't have (to)
she didn't have (to)
yo no tenía que...
usted no tenía que...
él no tenía que...
ella no tenía que...

QUESTIONS

Did you have (to)...?

1. intonation: ¿Usted tenía que...?

2. inversion: ¿Tenía usted que...?

3. omission: ¿Tenía que...?

Moving From Words To Sentences by combining tenía and Flash Cards 5, 7, 9, 14 & 19. Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1st Verb	2nd Verb
yo usted él ella	tenía que	5 7 9 14 19

Teach Your Tongue To Talk: Exercise 8.5 (by combining tenía que and Flash Cards 5, 7, 9, 14, 19). This exercise is on Tape 4, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape without looking at this tape script, you are ready to proceed to the next page.

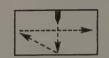
- 1. I had to wait for it.
- 2. I had to buy it.
- 3. I had to read it.
- 4. He didn't have to pay for it.
- 5. He didn't have to fix it.
- 6. He didn't have to bring it.
- 7. Did you have to help him?
- 8. Did you have to call him?
- 9. Did you have to explain it?

- 1. Yo tenía que esperarlo.
- 2. Yo tenía que comprarlo.
- 3. Yo tenía que leerlo.
- 4. Él no tenía que pagarlo.
- 5. Él no tenía que arreglarlo.
- 6. Él no tenía que traerlo.
- 7. ¿Tenía usted que ayudarle?
- 8. ¿Tenía usted que telefonearle?
- 9. ¿Tenía usted que explicarlo?

By Reorganizing Your English Before You Translate

¿Cómo se dice in español? (How do you say it in Spanish?)

- 1. He needed to get something.
- 2. I didn't need to call her.
- 3. Did you have to fix it?



Suggestions: Sentences 1 & 2: You must choose a synonym for need(ed) because you don't yet know how to conjugate it in the past tense. Sentence 3: Remember that there is no translation for the word did in this sentence. Just use an upside down question mark to start the sentence in Spanish.

	Who	1st Verb	2 nd Verb	Whom/What
FLEXIBLE FRAMEWORK CHART 8.5	he/she you (formal)	had (to)	to get to telephone to fix, to arrange	something her it
	yo él/ella usted	tenía <i>que</i>	obtener telefonear arreglar	algo <i>le</i> lo

Reorganized English.

- 1. He had to get something.
- 2. I didn't have to call her.
- 3. Did you have to fix it? (substitute ¿ for did)

- 1. Él tenía que obtener algo.
- 2. Yo no tenía que telefonearle.
- 3. ¿Tenía usted que arreglarlo?

PART SIX: Preparing Exercise 8.6

"YES" STATEMENTS with saber in the past

I knew (how)
you knew (how)
he knew (how)
she knew (how)
yo sabía
usted sabía
él sabía
ella sabía

"No" STATEMENTS

I didn't know (how)
you didn't know (how)
he didn't know (how)
she didn't know (how)
yo no sabía
usted no sabía
él no sabía
ella no sabía

QUESTIONS

Did you know (how)...?

1. intonation: ¿Usted sabía...?

2. inversion: ¿Sabía usted...?

3. omission: ¿Sabía...?

Teach Your Tongue To Talk: Exercise 8.6 (with sabía and Flash Cards 3, 5, 7, 19, 20)

This exercise is on Tape 4, Side B. When you feel comfortable repeating these sentences out loud during the pauses on the tape *without looking at this tape script*, you are ready to proceed to the next page.

- 1. He didn't know how to speak Spanish.
- 2. He didn't know how to read Spanish.
- 3. He didn't know how to write Spanish.
- 4. I didn't know when to do it.
- 5. I didn't know when to bring it.
- 6. I didn't know when to call you.

- 1. Él no sabía hablar español.
- 2. Él no sabía leer español.
- 3. Él no sabía escribir español.
- 4. Yo no sabía cuándo hacerlo.
- 5. Yo no sabía cuándo traerlo.
- 6. Yo no sabía cuándo telefonearle.

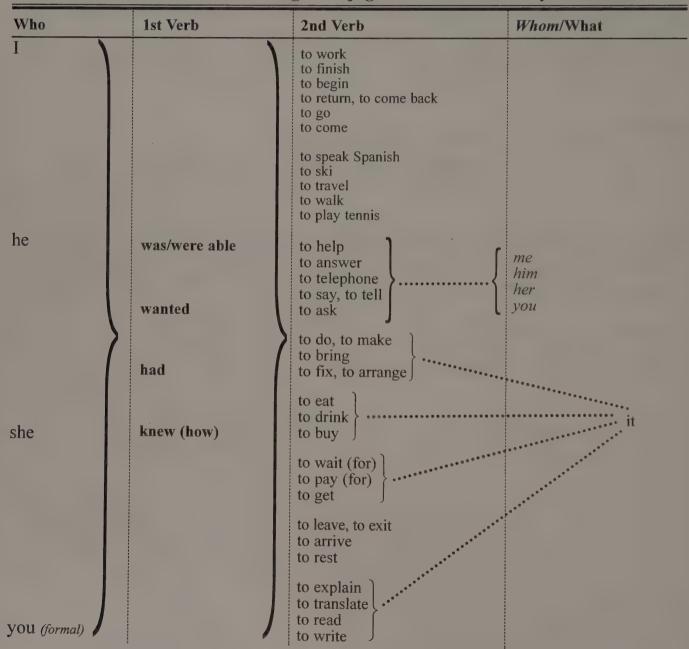
LESSON 8: TALKING ABOUT THE PAST____ REVIEW AND ASSESSMENT

MOVING FROM WORDS TO SENTENCES.

The Flexible Framework[™] chart below summarizes what you will know and be able to say by practicing *out loud* with the audio cassette tape exercises in Lesson 8, Section II. It is a useful tool to help you visualize the connection between Section II, Talking About the Past, and preceding lessons.

Flexible FrameworkTM Summary Chart (Lesson 8)

Two-Verb Sentences using a conjugated verb followed by an infinitive

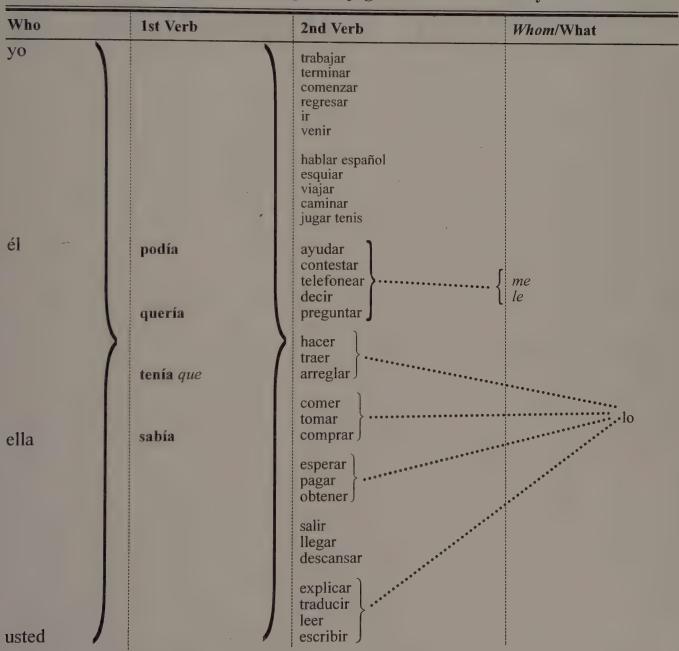


REVIEW AND ASSESSMENT ___ LESSON 8: TALKING ABOUT THE PAST

MOVING FROM WORDS TO SENTENCES....

The Flexible Framework[™] chart summarizes what you will know and be able to say by practicing *out loud* with the audio cassette tape exercises through Lesson 8. It is a useful tool to help you visualize the connection between the lessons.

Flexible FrameworkTM Summary Chart (Lesson 8) Two-Verb Sentences using a conjugated verb followed by an infinitive



Reference Section

REFERENCE: A DICTIONARY OF INFINITIVES.

ENGLISH to SPANISH

to accept = acceptar to allow = permitir

to answer = contestar

to arrange = arreglar

to arrive = llegar

to ask = preguntar

to authorize = autorizar

to begin = comenzar

to break = quebrar

to breathe = respirar

to bring = traer

to build = fabricar

to buy = comprar

to call = telefonear, llamar

to carry = llevar

to change = cambiar

to chat = platicar

to choose = escoger

to clean = limpiar

to climb = subir

to close = cerrar

to come = venir

to come back = regresar, volver

to communicate = comunicar

to cook = cocinar

to count = contar

to cover = tapar

to cry = llorar

to cut = cortar

to dance = bailar

to discuss = conversar

to do = hacer

to draw = dibujar

to drink = tomar, beber

to drive = manejar

to dry = secar

to earn = ganar

to eat = comer

to empty = vaciar

to end = terminar

to enroll = matricular

to examine = examinar

to exchange = cambiar

to explain = explicar

to fill = llenar

to find = encontrar

to find out = averiguar

to finish = terminar

to fix = arreglar

to fly = volar

to forbid = prohibir

to forget = olvidar

to give = dar

to go = ir

to go out = salir

to guide, to lead = guiar

to have = tener

to help = ayudar

to hide = esconder

to imagine = imaginar

to indicate = indicar

to inform = informar

to investigate = investigar

to jump = saltar

to know something = saber

to know someone = conocer

REFERENCE: A DICTIONARY OF INFINITIVES

to learn = aprender to leave, to exit = salir to leave behind = dejar to lie = mentir to listen (to) = escuchar to look (at) = mirar to look (for) = buscar to make = hacer to measure = medir to meet = encontrar to move = mover to need = necesitar to notify = notificar to obtain, to get = obtener to open = abrir to park = estacionar to pay (for) = pagar to play = jugar to plug in = enchufar to practice = practicar to prohibit = prohibir to pronounce = pronunciar to protect = proteger to push = empujar to put = poner to put down, to leave (behind) = dejar to put up with, to endure = aguantar to reach = alcanzar to read = leer to remember = recordar to rent = alquilar to repair = reparar to repeat = repetir to rest = descansar to retire = jubilar to return = regresar, volver to return something = devolver to run = correr

to say, to tell = decir to search, to look for = buscar to see = verto select = seleccionar to sell = vender to send = enviar, mandar to separate = separar to share = compartir to shout = gritar to show = mostrar to sing = cantar to sleep = dormir to smoke = fumar to spend = gastarto stay, to remain = quedar to study = estudiar to suffer = sufrir to swallow = tragar to swim = nadar to take = tomar to take out = sacar to talk, to speak = hablar to teach = enseñar to throw = tirar to touch = tocar to translate = traducir to travel = viajar to turn = voltear to turn off = apagar to twist = torcer to understand = comprender, entender to use = usar to visit = visitar to vote = votar to walk = andar, caminar to want = querer to wash = lavarto win = ganarto work = trabajar

to write = escribir

Reference: Asking Questions_____

<u>wnen?</u>	¿Cuanao:
When does it (he/she) arrive?	¿Cuándo llega?
When does it (he/she) leave?	¿Cuándo sale?
When does it begin?	¿Cuándo comienza?
When does it end?	¿Cuándo termina?
When is the appointment?	¿Cuándo es la cita?
When is your birthday?	¿Cuándo es su cumpleaños?
What?	¿Qué?
What is it?	¿Qué es?
What's happening?	¿Qué pasa?
What happened?	¿Qué pasó?
What do you want?	¿Qué quiere usted?
What is this (that)?	¿Qué es esto (eso)?
At what time?	¿A qué hora?
at 10 o'clock	a las diez
after 10 o'clock	después de las diez
before 10 o'clock	antes de las diez
What time is it?	¿Qué horas son? (¿Qué hora es?)
It's 10 (2, 3, 4, etc.) o'clock.	Son las diez (las dos, las tres, las cuatro, etc.)
It's 1 o'clock.	Es la una (only use "es la" with una)
a.m. (in the morning)	de la mañana
p.m. (in the afternoon)	de la tarde
p.m. (at night)	de la noche
How?	¿Cómo?
How are you?	¿Cómo está usted?
What's your name?	¿Cómo se llama usted?
How do you say this in Spanish?	¿Cómo se dice en español?
How do you pronounce it?	¿Cómo se pronuncia?
How do you spell it?	¿Cómo se deletrea?
letter by letter, please	letra por letra, por favor
How does it work?	¿Cómo funciona?
How can I help you?	¿Cómo puedo ayudarle?

REFERENCE: ASKING QUESTIONS

What? (which?)

What is your name?

What is your first name?

What is your last name?

What is your address?

What is your date of birth?

What is your credit card number?

What is your account number?

What is your policy number?

What is your telephone number?

What is your social security number?

What is your driver's license number?

What is your license plate number?

What is your area code?

What is your zip code?

Where?

Where do you work?

Where do you live?

Where are you from?

Where is it?

How much?

How much does it cost?

How much is it?

How long have you been here?

How old are you?

Who?

Who's there? (Who is it?)

Who is calling?

Is there a message?

¿Cuál?

¿Cuál es su nombre?

¿Cuál es su primer nombre?

¿Cuál es su apellido?

¿Cuál es su dirección? (su domicilio)

¿Cuál es la fecha de su nacimiento?

¿Cuál es su número de tarjeta de crédito?

¿Cuál es su número de cuenta?

¿Cuál es su número de póliza?

¿Cuál es su número de teléfono?

¿Cuál es su número de seguro social?

¿Cuál es su número de licencia de chofer?

¿Cuál es su número de placa?

¿Cuál es su código de área?

¿Cuál es su código postal?

¿Dónde?

¿Dónde trabaja usted?

¿Dónde vive usted?

¿De dónde es usted?

¿Dónde está?

¿Cuánto?

¿Cuánto cuesta?

¿Cuánto es?

¿Cuánto tiempo tiene usted aquí?

¿Cuántos años tiene usted?

¿Quién?

¿Quién es?

¿Quién llama?

¿Hay un mensaje?

REFERENCE: USEFUL PHRASES

Hello. Good morning, Good day. Good afternoon, Good evening. Good night. Goodbye. See you later. See you tomorrow.	Hola. Buenos días. Buenas tardes. Buenas noches. Adiós. Hasta luego. Hasta mañana.
Please. Thank you. Thank you very much. You're welcome. Pleased to meet you. Same here.	Por favor. Gracias. Muchas gracias. De nada. Mucho gusto. Igualmente.
I don't understand. I don't know. Pardon me? What did you say? (In Mexico and Central America) (In Spain and South America) What? Excuse me.	(yo) No comprendo, (yo) No entiendo. (yo) No sé. ¿Mande? ¿Perdone? ¿Qué? Disculpe.
Just a minute please. How do you say it in Spanish? Where's the bathroom? I forgot. I'm sorry. It doesn't matter. More slowly, please.	Un momento, por favor. ¿Cómo se dice en español? ¿Dónde está el baño? Se me olvidó. Lo siento. No importa. Más despacio, por favor.
How are you? I'm fine. very well all right/ O.K. not bad (so so) not well (I feel bad)	¿Cómo está? (yo) Estoy bien. muy bien regular así así mal
I'm hungry. I'm thirsty. I'm hot. I'm cold. I'm scared. I'm sleepy.	 (yo) Tengo hambre. (yo) Tengo sed. (yo) Tengo calor. (yo) Tengo frío. (yo) Tengo miedo. (yo) Tengo sueño.

REFERENCE: NUMBERS_

0 cero 1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez	12 13 14 15	once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve	20 veinte 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve	30 treinta 31 treinta y uno 32 treinta y dos 33 treinta y tres 34 treinta y cuatro 35 treinta y cinco 36 treinta y seis 37 treinta y siete 38 treinta y ocho 39 treinta y nueve
40 cuarenta 50 cincuenta 60 sesenta 70 setenta 80 ochenta 90 noventa 100 cien		cuarenta y uno cincuenta y uno sesenta y uno setenta y uno ochenta y uno noventa y uno ciento uno	42 cuarenta y dos 52 cincuenta y dos 62 sesenta y dos 72 setenta y dos 82 ochenta y dos 92 noventa y dos 102 ciento dos	

200	doscientos	100
300	trescientos	20
400	cuatrocientos	30
500	quinientos	10,
600	seiscientos	10
700	setecientos	1,0
800	ochocientos	2,0
900	novecientos	3,0
		100

1000 mil 2000 dos mil 3000 tres mil 10,000 diez mil 100,000 cien mil 1,000,000 un millón 2,000,000 dos millones 3,000,000 tres millones 100,000,000 cien millones



Acknowledgments

This book has been inspired and encouraged by my husband, Bob LeBow, whose boundless enthusiasm for travel has given me many opportunities, sometimes even more than I wanted at the time, to learn how to get by and survive in countries around the world.

As a child I was fortunate to grow up with maternal grandparents, Rose and Max Radin, who were bilingual, and with a paternal grandfather, Morris Angrist, and family on my father's side who lived, ate and celebrated in a hodge-podge of 3 languages. Coupled with my husband's upbringing by his father, Louis, who was fluent in 7 or 8 languages, and his mother, Matilda, who spoke 3 languages, it was inevitable, I suppose, that we would be language learners ourselves. I am most grateful to our children, Teddy and Tommy, who traveled and learned along with us, and endured, more or less gracefully, the inclusion of words like "dodo," "misk'ita munanki?," "sara ee sara ah," and "ni hao ma" in conversations and lullabies.

I owe a tremendous thank you to many Spanish-speaking friends - and especially to Sonia and Raul Hunt and Herlinda De La Garza - for answering numerous questions as I sorted through the process of how to teach this material to my students. Also, my most sincere appreciation to Laura Senderowicz for her useful suggestions and to Lila Cabrera and Ileana Powell for many helpful responses to my email questions.

For bringing sunshine to this project, and for her help making charts and coping with numerous revisions - sometimes during bleary-eyed hours - to put the ideas into book form, I am most especially grateful to my daughter-in-law, Jennifer Corson LeBow. Her skills in layout and design have made the end result well-organized and easy to read. Her patience and delightful good humor, as we edited long-distance on the telephone while she simultaneously juggled the roles of wife and mother, made this book happen and made the process truly a pleasure. To my granddaughters, Jess, Becca and Belle, thanks for sharing your mom. And to my son, Teddy, for his encouragement and support, and for helping us make the technology work, *muchisimas gracias*.

To my oldest friend, Selma Lieberman, thank you for teaching me to see problems as challenges, for believing that I could, and for your easy recipes that kept food on the table during hectic days.

For computer support, I am most grateful to David Reese, who walked me through countless mazes with unwavering patience. To Jeremy Reese and Kellie Branson, my thanks for your creative wordsmithing. For her wonderful email questions, my thanks to Jen Clayton. Our conversations helped me refine the ideas in the "think outside the box" section.

I especially want to acknowledge the influence on my thinking of two people who have made an enormous contribution to the field of foreign language methodology. The generosity of spirit, enthusiasm and professional commitment to excellence in foreign language teaching and learning of John Rassias and Charles Heinle have for many years been a very important source of inspiration for me in my work.

The ideas in this book have been a work in progress for many years. Initially it was designed and taught in 1972-73 as an intensive course for VISTA Volunteers in Idaho and Washington. In 1974-76, it was modified for elementary school students in grades 4 and 6 in the Vallivue School District, thanks to the support of former superintendent Ernie Knee and teachers at East Canyon Elementary School. The preliminary ideas for this book sat on a shelf for years while other opportunities led me to teach English as a Second Language and French.

In 1988, a combination of tragedy and opportunity brought me to the Harvard Graduate School of Education where I was nurtured in a wonderfully challenging and supportive academic environment and had the time and encouragement to think about old ideas in new ways. A most special thank you goes to my friends and teachers, Professor Eleanor Duckworth and Dr. Tola Cifone. Through our fieldwork together, I discovered the pleasure of new insights and also developed the confidence to be patient and persevere with my puzzles.

Over the past 10 years I have taught and revised the ideas in this book many times. I especially want to thank my many former students for their enthusiasm and their questions, comments and suggestions. The one constant theme that has been a great source of motivation for me has been the commitment and desire of my students, both adults and teens, to learn how to communicate in Spanish. In ways too numerous to mention, the joys, frustrations, questions and suggestions of many students have contributed to the wording and organization of this book. A special *gracias* to my friend and colleague at Jefferson Junior High School, Charlotte Zaugg, who encouraged and supported me through 2 years of an incredible learning experience with small doses of advice and large doses of humor.

Whether you use your Spanish at home or abroad, for work or for pleasure, I hope that the ideas in this book will prove useful to you. I'd be delighted to hear your comments and suggestions.

Boise, April 2001

About The Author

Gail LeBow loves to learn and teach languages. She has traveled to over 50 countries and developed this method to teach herself how to "get by" in a new language. She has taught English As A Second Language at Harvard, French at the College of Idaho, and Spanish in public schools, adult community education classes and as a consultant to business and industry. She developed the *Spanish Simplified!* Language Learning Program, as a response to all those people who have told her, "I've studied Spanish but I still can't speak it."

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